UNIVERSITY OF CAPE COAST

EXAMINING THE IMPLEMENTATION OF PROMOTION POLICY IN

THE UNIVERSITY OF CAPE COAST

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2018

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THE UNIVERSITY OF CAPE COAST

BY

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Thesis submitted to the Department of Human Resource Management of the

School of Business, College of Humanities and Legal Studies, University of

Cape Coast, in partial fulfilment of the requirements for the Award of Master

of Commerce Degree in Human Resource Management

NOVEMBER 2018

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:... Date:..........................

Name: Bennice Nelson

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:.................................. Date:........................

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ABSTRACT

Human Resource Management plays a crucial role in the development of an organisation by overseeing and implementing all policies and activities regarding the welfare of its employees. The successful implementation of these human resource policies largely depends on the extent to which these employees are satisfied with these policies. The study, therefore, sought to examine the implementation of promotion policy in the University of Cape Coast, using primary data from Senior Members Section at the University of Cape Coast. The study used the mixed method approach and administered 70 questionnaires and conducted in–depth interviews with 11 academic staff. Results from the quantitative part were presented in tables, graphs and charts, whereas results from the qualitative part were presented in quotations and narratives. The results showed that, generally, senior members have knowledge about the promotion criteria and procedures. Their knowledge varied by sex, current academic rank and years of experience. It was also seen that the promotion process takes a longer period and delays when the applicants had problems with their HoDs/Dean/Provost. Senior members were satisfied with the promotion process although they believed it was inconsistent in its application and sometimes not fair. It was therefore, recommended that the University management and Appointments and Promotions Board should put in place deadlines to prevent delays in the promotion process. The Appointments and Promotions Board should be consistent in the application of the promotion policy to ensure equitable treatment of all applicants.

KEY WORDS

Criteria

Promotion

Procedures

Process

University of Cape Coast

ACKNOWLEDGEMENTS

I am particularly grateful to a number of people who have contributed immensely to this work from its conception. I am extremely indebted to my supervisors, Dr. Nana Yaw Oppong and Dr. (Mrs.) Gloria Kakrabah-Quarshie Agyepong for diligently reading through the work and their encouragement. I sincerely extend my gratitude to Prof. Eugene Kofuor Maafo Darteh for his genuine contribution, suggestions and guidance towards this work.

I received support during this work from some lecturers, colleagues individually and severally. To all my colleagues, I say am very grateful and a big thank you for all the support. To all my friends, especially, Nana Dickson Sekyi and Gabriel Aboagye, I say your love, prayers and frank arguments urged me to finish this work.

DEDICATION

To my Husband and Children

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LIST OF ABBREVIATIONS

APB   –   Appointments and Promotions Board

HoD   –   Head of Department

HR   –   Human Resource

HRM   –   Human Resource Management

UCC   –   University of Cape Coast

CHAPTER ONE

INTRODUCTION

Overview

The role of promotion in the life of an employee cannot be overemployed. Promotion, therefore, becomes a motivational tool in an employee's life, since this leads to salary increase, status, prestige and enhanced positions (Armstrong, 2009). Redmond (2010) suggested that, there is the need for the practice of promotional activities to be handled cautiously and approached fairly by authorities among employees (senior members).

The significant contributions of promotions, automatically affects the perceptions of employees. For instance, according to Rhoades & Eisenberger, 2002), an employee's perception about promotional fairness has a significant influence on organisational support and this further influences the staff performance in any organisation. Therefore, when employees perceive that a particular organisation does not treat them fairly, they tend to engage in an unfriendly behavior or they become uncommitted that negatively affect the output of the organisation as well as the individual employee (Moorman, 1991; Rhoades & Eisenberger, 2002)

On the contrary, when the perception of the promotion is fair, it positively affect the performance of the individual employee as well as the entire organisational performance. Should employees perceive unfairness in the organisation they put up a negative attitude to work which eventually affects productivity (Bradley, 2006). This chapter therefore sets the context for the study by highlighting the background issues, the problem, the rationale and the likely contributions the study is supposed to make.

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Background to the Study

Promotion and recruitment, according to Fuller and Huber (1998), have been placed under the rubric of employee selection. Selection has been defined as the process of matching workers to jobs to maximize organizational productivity and performance (Armstrong, 2009). Phelan and Lin (2001) posit that promotion and recruitment are linked because the human resource (HR) practitioner is supposedly indifferent to whether that candidate is recruited from inside or outside the organization. However, promotion proves to be the more pervasive phenomenon. Various authors have written on the pros and cons of promotion from within. One of such writers, Lamar (2013), posits that promoting from within helps firms to understand the firm's culture, mission and inner workings. The author further accentuated that employees promoted from within are better performers than outside hirers.

Globally, institutions now acknowledge the effectiveness of the role of human resource to have a significant result on the overall performance of the organisation (Yeganeh & Su, 2008). Human Resource Management (HRM) play crucial roles in the development of an organisation by overseeing all policies and activities regarding the employees (human resource) (Becker, 1975; Cranny, Smith & Stone, 1992). By so doing all issues concerning the welfare, training, recognition, compensation, development, promotions, transfers, demotions, recruitment, selection, interviews etc. of the organisation are among their mandates (Bohlander, Snell, & Sherman, 2001; Danish & Usman, 2010). Accordingly, the success of the organisations evaluations and implementations of these policies, and practice depend largely on the HR (Danish & Usman, 2010).

Worldwide evidence indicates that organisations with a very vibrant HR department are very successful in their functions (Cole & Gerald, 2005; Chew, 2004). However, institutions that do not strengthen their HR departments to function effectively battle with employee-management issues every now and then. Regarding the mandates of the HR in organisations, Alkandari and Hammad (2009) emphasise that policies and procedures regarding the implementations of the functions of HR is critical to the organisations output. This is because employees become demotivated when they perceive inequity at the work place.

Globally, literature indicates that HR practices influence job satisfaction, employee retention, positive attitude to work and higher output (Alkandari & Hammad, 2009; Cranny, Smith & Stone, 1992). Promotion as an HR policy is one of the critically influential issues in organisations because employees look forward for promotions due to their hard work and resultant vacancy (Chew, 2004). Promotion in itself is in two folds; either internal (within the organisation, where an academic senior member progresses from one rank to another) or external (outside the organisation, where an external person with a relatively higher qualification is given the opportunity to assume a position in the university) (Lamar, 2013). Anytime there is misunderstanding or misinterpretation of the promotion policies to employees, there are consequences that follow. Despite the policies and procedures regarding these promotion processes, employees have their perception about it, which is influenced by what they contribute to the organisation and what they get from it (Redmond, 2010). Should employees perceive unfairness in the

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organisation, they put up a negative attitude to work which eventually affects productivity (Bradley, 2006).

The situation is not different in Africa, West Africa and Ghana in particular as literature supports same analysis (Grogan, 2009; Chepkwony, 2014; Agwu, 2013; Amankwa, 2011). The situation is overwhelming in the African continent as employees feel dissatisfied with promotion policies per their own perception of the system in place (Agwu, 2013). It is often common to see a new employee being recruited from outside to occupy a managerial position in an organisation. In such a situation, Alkandari and Hammad (2009) found that other employees in the organisation who feel they are competent enough for such promotions feel demotivated; some leave immediately while others workability reduces. In whichever way, the organisations output is likely to be affected by such perceived unfairness on the part of the other employees (Mainoo, Addo & Ennim, 2014).

Moreover, in Ghana, literature evidence on a number of studies on job satisfaction, employee retention, HR practices etc. have been undertaken by many researchers (Boamah, 2014; Kosi, Opoku-Danso & Ofori, 2015; Kwenin, Muathe, & Nzulwa, 2013; Mainoo, Addo & Ennim, 2014; Oforiwaa & Afful-Broni, 2014). These studies have implications on the relationship between HR practices, policies, procedures and the employees or the performance of the organisations.

The processes of promotion can have impact on everyone involved. This includes the individuals being promoted, subordinates and the human resource as a whole. It can have an impact on other employees' satisfaction of the sense of fairness in an institution. Johnston and Lee (2013) predicted that

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perceived institutional fairness or justice influences employees' sentiments toward their job and workplace meaningfully as well as employee satisfaction, motivation, loyalty and commitment to the institution. It is therefore, anticipated that institutions of higher education will work within the confines of these procedures and modalities to help achieve institutional goals or mandates and to ensure equality, fairness and social justice with the systems or processes of promotion.

The underlying principle of promotions is the identification, ability, qualification, experience, evaluation and selection of candidates which is made without regard to political, religious, labour organisation, affiliation, marital status, race, colour, sex, national origin, non-disqualifying physical or mental handicap or age. According to Misuko (2012), promotions should be based solely on job-related criteria in accordance with legitimate position requirements. The procedure for promotions of employees should be based on the criteria for merit. Sharabi, Arian and Sominovich (2012) suggest that the machinery to regulate promotions should attract and retain the best employees, as well as maintain the morale and satisfaction of employees.

Most universities in Africa and Ghana in particular usually have well-established policies and processes pertaining to the promotions of staff for institutional effectiveness and promotion. Oforiwaa and Afful-Broni (2014) indicate that public universities in Ghana have significant similarities in their scheme for promotions. For instance, all the universities have considerations for teaching/administration, research and community service. In all of these three criteria, the greatest set of the weighting seems to be on research and

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publications. Thus, promotions are intrinsically linked to one's research productivity.

University of Cape Coast, as an academic institution, always promotes its staff from within. Such staffing activities also increase the importance of promotion for employees in institutions of higher education. Promotions or advancement in rank are often life-changing and can have effect on the institution and the health and happiness or satisfaction of the individual promoted (Gkorezis & Petridou, 2012). This is because promotions come with potentially higher salaries, increased influence and responsibility within the institution, job security, recognition, and leadership positions. As such, promotion processes are adopted by many higher educational institutions globally.

The University of Cape Coast (UCC) adopts some established processes in its promotions of all categories of staff, which is handled by College and Faculty/Administration Appointments and Promotions Committee [APC], as well as the Appointments and Promotions Board [APB] (UCC statue; 2016). To this end, applicants are allowed to apply for promotion at any stage of their career insofar as a majority of the criteria necessary for promotion to a particular position are met. All applicants are required to meet consistent quality standards at each grade for promotion, and the quality of output will be judged relative to an individual's career profile (UCC Statue, 2016).

The theories underpinning the study are Equity theory of motivation and the reinforcement theory. The Equity theory of motivation was developed by Adams in 1963. According to the equity theory, perception about fairness is

a motivating factor which influences decision making. It recognises that motivation can be affected through an individual's perception of a fair treatment in social exchanges (Adams, 1965). Also, the reinforcement theorist is of the view that a person's behaviour can be changed through reinforcement, punishment and extinction (Skinner 1953). The theory postulates that whereas rewards are usually used to reinforce behaviour; punishments are used to prevent certain behaviour; and extinction is a means to stop someone from practicing a learned behaviour. Reinforcement in itself could be positive or negative (Burger, 2009). It is positive when there is an incidence of an appreciated behaviour which could result in strengthening the likelihood of that same behaviour repeating itself. And reinforcement is negative when an unwanted behaviour consequence is withdrawn because it will increase the chances of behavioural continuation.

Statement of the Problem

In most working environments, there are likely to be lots of issues arising out of promotion misunderstanding, particularly when employees perceive mischief and unfairness in the process leading to the promotion (Kosi, Opoku-Danso, & Ofori, 2015). Unquestionably, such issues have their own repercussions on the aggrieved employee which triples down to the work environment, output, turnover and attitudinal change (Armstrong, 2009). Thus, the long-term effect is such that in the future there will be no motivation for these employees to work harder because they perceive that there will be no recognition for their hard work.

Promotion affects almost all aspects of organisational lives (Phelan & Lin, 2001). Fuller and Huber (1998) further accentuate that evidence of

promotion affecting all aspect of organisational lives has been topical in most human resources studies. According to Wholey (1985), and Chan (1996), promotion proves to be more pervasive phenomenon. Empirical studies reveal that around 75 percent of vacancies are filled through promotion from within the organisation thereby making the subject very important to investigate.

Given the importance of promotions in organisations, it is also surprising that most of the studies on promotion have only sought to look at how promotion affects other aspects of the organisation without a critical analysis of the policy of promotion that is being adopted. For example, Allen (1997) looked at other factors such as job factors and the role of environmental factors on the effectiveness of promotion system.

Further studies on promotion have also resorted to quantitative approach to model their relationship with the organisation which has the potential to limit the responses of respondents and does not provide reasons why respondents decided on the responses provided. Some of such studies (Ferris, 1992; Allen, 1997; Lin & Carley, 1997; Phelan & Lin, 2001) resorted to the use of survey methods to model relationships of promotion and other organisational factors.

However, promotion processes have become an issue of concern to both academic and non-academic staff in the UCC since related conflicts ensue as a result of perceived unfair treatment, unclear processes, dissatisfaction by an applicant about his or her promotion decision, doubts about the promotions system, class, gender and in some cases race or ethnic orientation. Kelly (2010) believes that these controversies surrounding promotions can result in legal issues for universities and advises university

leaders to guard against possible pitfalls by adopting, disseminating, and implementing equitable policies and processes of promotion.

In general, it is uncommon to find needless lawsuits in organisations whose members perceive unfair treatment in promotion processes (Alkandari, & Hammad, 2009). It is however, a fact that court hearings since time immemorial have proven that fairness in promotion must be ensured in all organisations, some employers are still adamant (Chew, 2004). It is also important however, to note that there is no law bounding employers to promote employees from within, however it is recommended that equity is assured during promotions (Samuel & Chipunza, 2009).

It is on the backdrop of the above that this study seeks to assess promotion policies on the part of the senior members of the University of Cape Coast.

Purpose of the Study

The purpose of the study was to examine the implementation of promotion policy in the University of Cape Coast.

Specifically, the study sought to;

1. assess the knowledge of the promotion process of the University of Cape Coast among academic senior members.

2. examine academic senior members' perception of the implementation of the promotion process of the University of Cape Coast.

3. examine the challenges associated with the implementation of the promotion process of the University of Cape Coast among academic senior members.

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Research Questions

The study was guided by the following questions:

1. What is the level of knowledge of the promotion process of the University of Cape Coast among academic senior members?

2. What are the perceptions of academic senior members about the implementation of the promotion process of the University of Cape Coast?

3. What are the challenges associated with the implementation of the promotion process of the University of Cape Coast among academic senior members?

Significance of the Study

The current study which seeks to evaluate the promotion policies practiced in the University of Cape Coast will be of great significance to policy makers of the University of Cape Coast. Firstly, the research is expected to unravel the process of implementing promotion policy, the perception of staff and challenges thereof to help find solution for friendly implementation. Furthermore, the result of the study will indicate the extent to which the promotion policy in the University fully satisfies the demand or otherwise of the policy. The results of the study, to a large extent, would indicate whether the contents of the policy have been fully met or otherwise.

In addition, the results of the study would further help policy makers know the perception of academic senior members on the promotion policy being implemented in the University. It is hoped that the results would add to knowledge on existing literature by indicating whether the policy is best suited

for staff of the University and also broadens the knowledge-base of students pursuing human resource programmes. Students of Human Resource would also be able to understand the promotion policy used in the University of Cape Coast and will also provide a platform for further research to be done.

Delimitation of the Study

Issues related to human resource abound, however, the current study is restricted only to examining the implementation of promotion policy of academic senior members in the University of Cape Coast. It is important to note also that, results of the study were delimited to the scope of this work or the study area in question. Any other University in the country is excluded from this study. However, it could be generalised to cover other organisations with similar settings and characteristics as this University.

Limitation of the Study

During the preliminary stage of the field work, it was very difficult getting respondents since most of them were busy discharging their routine duties and hence did not have ample time for the study. However, the problem was alleviated when such respondents scheduled a period which favoured them before responding to the questions. A few of the respondents were not willing to provide responses to the questions also opted out of the study due to personal reasons. However, since the sample size for the study was relatively large, respondents who opted out were replaced with new respondents.

Another major challenge was with how to get information recorded transcribed from audio to text. This was very time consuming because there

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was the need to pay much attention to listing to the audio before typing into word document. Sometimes one has to play the same file several times in order to grasp the full meaning before transcribing. Although there was a delay in this process, however, with much patience and perseverance all in-depth interviews recorded were successfully transcribed.

Definition of Terms

Promotion: Promotion in this study refers to an upgrade of a person from his or her current position with an attendant increased in wages, training receipt, supervisory responsibilities and job satisfaction.

Policy: Policy in this study refers to a set of principles, rules and guidelines formulated or adopted by an organisation to reach its long-term goals and typically published in a booklet or other form that is widely accessible.

Perception: Perception in this study also refers to the way people think about, understand or interpret the promotion policy used by the University of Cape Coast.

Organisation of the Study

The study is divided into five chapters. Chapter One comprises the background to the study, statement of the problem, research objectives, research questions, significance of the study, delimitations of the study, definition of terms and organisation of the study. Chapter Two discusses the relevant literature related to the study. This includes the concepts of promotion, human resource practices and policies, implementation of promotion policies, perception of employees on promotion policies and level

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of satisfaction of employees on promotion policies. The chapter also presents the theoretical and conceptual frameworks that guide the study.

Chapter Three describes the methodology used in the study. This includes a description of the study area, study design, population, sample and sampling procedures, research instruments, field challenges, and data analysis. Chapter Four presents the results and discussions of the field data. The final chapter covers the summary of key findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews relevant theories and concepts on promotion policies and procedures. It explains the concept of promotion, human resource policies and procedures (reward, compensation, recognition, performance evaluation, training and development). It then discusses evaluation of promotion policies, guidelines for promotion, criteria or determinants of promotions, perception of employees on promotions and level of satisfaction of employees towards promotions. The chapter ends the summary of the chapter.

Theoretical Review

This section reviews major theories that are relevant to the current study, make inferences and their applicability in the study. Theories considered include the reinforcement theory by Skinner (1953), equity theory by Adams (1963) and Gregory's theory to explain the attitude of employers and employees towards promotions.

Reinforcement Theory

Over the past years, behavioural theories of motivation in work environments have postulated that past experiences open doors for future attitudes (Banaji, 2011). That is to say that, the effects of past behaviour could influence the behaviour in the future. A reinforcement theorist is of the view that a person's behaviour can be changed through reinforcement, punishment

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and extinction (Skinner 1953). The theory postulates that whereas rewards are usually used to reinforce behaviour; punishments are used to prevent certain behaviour; and extinction is a means to stop someone from practicing a learned behaviour. Reinforcement in itself could be positive or negative (Burger, 2009). It is positive when there is an incidence of an appreciated behaviour which could result in strengthening the likelihood of that same behaviour repeating itself. And reinforcement is negative when an unwanted behaviour consequence is withdrawn because it will increase the chances of behavioural continuation.

Punishment is imposed when there is an attempt to stop a particular behaviour from repeating itself. Thus, it is when an employer or manager discourages his or her employees from repeating an unwarranted behaviour through meting out some negative rewards to them. An example is when an employer sanction employees from failing to achieve their targets at work.

Extinction on the other hand aims at outright stoppage of a learnt behaviour from being practiced. That is to say that an employer removes a learnt behaviour by retreating the positive reinforce which brought about the current behaviour due for extinction. This process continues until the final uproot of the behaviour to zero, however it could also reduce a wanted behaviour by failing to honour a positive reinforce. For instance, commending an employee for meeting work target for the first three months, but, due to the negative reinforcement arising out of this, management stops commending an employee for the rest of the months.

Reinforcement theory indicates that behaviour that is rewarded is repeated. According to the theory, behaviour is a function of its outcomes or

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consequences. By properly tying rewards to positive behaviours, eliminating rewards following negative behaviours, and punishing negative behaviours, employers or managers can increase the frequency of desired behaviours.

The study adopted the reinforcement theory to explain that a properly administered promotions system can guide, teach and motivate Senior Members in the direction of positive change. The focus of is upon changing or modifying the behaviour or perception of members towards the implementation of promotion policy. When senior members of the institution employees have a negative perception about promotion policies and procedures their attitude to work will also be influenced negatively. Thus, when senior member's behaviour and attitude towards the promotion processes is negative, their level of commitment to work reduces since they will feel that they are being negatively rewarded for their effort. That is why it is also regarded an organisational behaviour modification. The theory is particularly useful in analysing outcomes of promotion policy implementations in the University.

The Equity Theory

Equity theory of motivation was developed by Adams in 1963. According to the equity theory, perception about fairness is a motivating factor which influences decision making. It recognises that motivation can be affected through an individual's perception of a fair treatment in social exchanges (Adams, 1965). This theory attempts to explain satisfaction as a proxy of perception of fair/unfair distribution of resources within interpersonal relationships. The theory proposes that a person's motivation is based on what

he or she considers to be fair when compared to others (Redmond, 2013). The belief is that people value fair treatments which cause them to be satisfied and motivated to keep the fairness maintained within the relationships with their co-workers and the organisation. Promotional policies and procedures viewed as unfair by employees in a particular organisation will not motivate employees. In the case of UCC, should senior members perceive lack of equity in the promotional policies and procedures their attitude towards work will be negatively affected. Likewise, senior members will not be motivated to work hard for promotional rewards.

Equity is a human resource management parlance used in all organisations or workplace. The satisfaction an employee derives from the work place is as a result of the effort put in and what they get in return. When employees feel they are being fairly treated the probability of being motivated to work harder is high otherwise they will feel dissatisfied and demotivated. It is important to note however, that the fairness in this theory does not rest on reward and efforts but rather comparisons (referent group) employees make the ratio of investment to others in a similar situation. These referent group could be from self-inside-an employee's own past experience within the same organisation; self-outside–an employee's own experience in another organisation; others-inside–other employees within your current organisation; and lastly others-outside–other employees outside your current organisation (Adams, 1965).

Similarly, Bing, Davison, Garner, Ammeter and Novicevic (2009) puts it that equity is based on the perception that employees are demotivated if they feel like they are putting (inputs) in more than getting out (output) of the work.

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And Lively, Steelman & Powell (2010) posit that the concept where job satisfaction and motivation are derived by comparing inputs and outputs with that of others in same or similar organisations called equity. Employees hence could respond to this perceived unfairness in a variety of ways such as negative attitude to work, lateness, absenteeism etc.

The structure of equity in the workplace is based on the ratio of inputs to outcomes. Adams defines inputs as the contributions made by the employee for the organisation. These inputs include but not limited to effort, loyalty, hard work, commitment, skill, ability, adaptability, flexibility, tolerance, determination, and trust. Output on the other hand is what an employee gets or receives from the organisation as their reward. They include salary, bonus, recognition, reputation, job security, expenses, benefits, permissions, pension allowances, praise and thanks, training, development, promotion etc. Pertaining to the above, employees perceive equity or fairness when employees input and output equal the referent group.

On the contrary, inequity or unbalance exists when employees perceive a difference in the ratios of their input to output (Adams, 1965; Paleari, Regalia, & Fincham, 2011). For this reason, there could be underpayment equity which arises when employees perceive that their input is more than the referent group but they receive same output as the referent. And lastly there is overpayment equity when employees perceive that their input is same as the referent group but they receive more output than the referent group. From this point an employee feels they are unfairly treated and tension and distress begin to set in as they become demotivated to work hard.

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The equity theory will be adopted to help explain how Senior Members of UCC compare themselves with other colleagues at the work place with regards to fairness or otherwise of promotional processes. When compared to other people, individuals want to be compensated (promoted) fairly for their contributions (that is, if the outcomes they experience match their inputs). The theory will help to explain the Senior Members' perception of equity about the implementation of the appointments and promotions policy and process set out by UCC. It will also help to describe their inputs (satisfaction and motivation of the promotions processes) and outputs (effects on their commitment to performing their duties) in the University. The implication is that employees see themselves and how they are treated in comparison to their environs, team mates and not in isolation, as such they must be treated accordingly.

Gregory's theory

One of the most popular constructivist theories of perception is the Gregory's theory. Gregory used the flow of developmental history of an individual time. He claims that sensory data found on receptors are just some sort of energy samples, but they are of no great importance themselves. Their importance is based on our previous experience. Data have the past and the future; they change themselves and they influence each other. They have some hidden aspects that emerge only if influenced by various conditions. (Gregory, 1990). According to Gregory, perception is a matter of receptors as well as of brain (Stokes, Venezia & Hickok, 2019). The name of his book Eye and Brain follows this idea. Many psychological experiments have proven that when we search for hypotheses, we are very sensitive to either slight simplifications

leading to a clear conclusion (an oval as a circle) or vice versa, to tiny obstacles which violate the ideal shape which leads to a search for totally different hypotheses.

It is quite interesting, however, that to find the right interpretation, neither the perfection or completeness of sensory data nor the ratio of these data to those that contradict the hypothesis are important. In fact, only a small amount of information and its correspondence with the whole idea is sufficient. Taking this into account, Gregory thinks, that a subject needs contents and ideas more than a great sum of sensory information (Hoffman, Singh & Prakash, 2015). Experience is the key point of interpretation. Gregory often points out that for interpretation of sensory data, experience is more important than sensory image. We perceive both by using our experience with spatial perception, which we apply to two–dimensional outlines. We suppose that two parallel lines of the same size are not of the same length because they are bordered by opposite oriented arrows.

Gregory believes, we interpret this illusion (drawing) through our experience with the distant corner of a room versus the near corner of a building. This phenomenon applies mainly when evaluating visual stimuli (for the tactile ones it is less significant) and it may be attributed to the fact that we are trying to perceive the contrast and the context at the same time. Research has shown (Bruner & Goodman, 1947) that overestimating the size of an object relates also to attributing specific values to a larger object. Poor children, for example, tend to overestimate the size of coins, while more affluent ones (perhaps because of a lot of experience) do not trust this illusion so much. The context, the motivation and the expectations are some of the key

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theorems of Gregory's theory. Gregory, therefore, says that to see means to believe, that the given object is what it is, but also, that our perception is determined by attitudes, emotions and expectation (Venezia, Fillmore, Matchin, Isenberg, Hickok & Fridriksson, 2016).

One of the main features of Gregory's concept is the fact that it is able to clarify the reasons of our errors and inaccuracies quite well. It seems that contrary Gregory found mechanisms for explaining illusions and reasons why our perception is so complex and holistic. One of the greatest advantages of his approach is that when speaking of the process of perception it takes into account our personal history and that he understood that to operate with sensory data does not necessarily mean to perceive, but to perceive always means to integrate feelings into a broader context of our beliefs and opinions (Hoffman, Singh & Prakash, 2015). On the other hand, it is necessary to add, that there are some shortcomings to be found in Gregory's theory. One of them is its inability to satisfactorily explain the relative correctness and universality of most of our daily perceptions.

Despite having quite different personal histories, motivations, expectations and emotional statuses, our perceptions are nearly identical (Soto, Vucovich, Musgrave & Ashby, 2015). If our perception is determined by construction of internal hypotheses and mental models, it is surprising that they are so universally widespread and that they are so similar, almost identical when dealing with the same stimuli. Another problem is that most of our hypotheses are relatively correct, although the probability that we would be just guessing, and almost always getting the correct hypotheses, is very low. Gregory's theory is based on analyses of incorrect perceptions and

perceptions in borderline or limited conditions. This allowed him to demonstrate that perception is a more complicated and complex phenomenon than Gibsonians had thought, and that besides mere collection of information, it involves also active participation of higher cognitive functions responsible for constructing.

Usefulness of the Theories

The rationale for choosing the above theories is that, the three theories together inform the study. This was used to understand from the perspectives of the academic senior members in the University whether promotion policies and procedures are affecting their turnover at work, while the reinforcement theory assist in revealing the level of satisfaction of the senior members on the policies and implementations regarding promotion in the University. The equity theory will help to elucidate the perception of the senior members on the fairness or otherwise of the promotion policies and their implementations. The Gregory theory guided the study to understand based on senior members personal history, experience, knowledge, beliefs and opinions on whether senior members have fair or unfair perception to the implementation of promotion polices or the other way around in the University.

Concept of Employee Perception

Employees are different in terms of how they view the world around them, how they interpret and react to different situations, and how they assign meaning to different phenomena (Dember, 2016). Perception is influenced by internal and external factors leading employees to see perceived objects,

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persons or events differently. External factors are characteristic of perceived objects or persons, which may include size, intensity, contracts, repletion, motion, novelty, status and appearance. Internal factors in perception are characteristic of the perceiver. Perceivers have a tendency to use themselves as a basis for perceiving others, events and objects. Internal factors that can influence perception are needs and motives, past experiences, self-contest and personality (Nzuve, 2017).

Employees emerge with different perceptions of the same stimulus object because of three perceptual processes: selective attention, selective distortion and selective retention. Selective attention arises due to the fact that employees are exposed to a tremendous number of daily stimuli. The employees have a heightened awareness of stimuli that meet their needs or interests and minimal awareness of stimuli irrelevant to their needs. Selective distortion describes the tendency of employees to twist information into personal meanings. Selective retention asserts that employees will forget much of what they learn. They tend to retain information that supports the attitudes and beliefs for chosen alternatives (Kotler, 2003; Kibera & Waruingi, 1998).

Perception is largely selective. Selectivity of perception serves as a filter through which potentially important or favourable experiences will be allowed to flow, while potentially unimportant or unfavourable experiences are locked out. Extensions of these are selective exposure and selective retention (Kibera & Waruingi, 1998). Understanding of perception is essential to ensure that managers are aware of the problems that can arise from the process of attention and selectivity. According to research carried out by Kimathi (2000), employees are of the general opinion that performance

management processes are flawed, performance appraisals are subjective and unreliable as a basis for performance measurement and that in reality factors other than merit are used to make promotion decisions.

Concept of Promotion

Promotions appear to be the most important form of reward for performance in most organisations (Rizwan, Shahzad, Sheikh, Batool, Riaz & Saddique, 2013). They are the primary means by which workers can increase their long-run compensation and status (McCue 2012; Lazear 2002) as they are often given to the best performers in an organisation (Medoff & Abraham, 2010). Promotions should generate substantial motivation in many organisational settings including wage increase and good working condition.

However, for most workers, the conditions of employment such as wages, benefits, and work environment are extremely important aspects of a job. Also, of importance is an individual's rank or position within an organization. Human resource management experts typically pay greater attention to the structure of the employment relationship, and the notion of a progression. For example, vacancy-driven models (White, 2010) provide theories of how upward mobility occurs. In particular, these models generally assume that mobility depends upon available positions in the firm. Movements to higher-level positions take place when vacancies occur in those positions, and these positions are filled by lower-level workers in the firm, that is, new hires typically begin at lower-level positions.

Hiring is assumed to occur primarily at certain entry-level jobs or "ports of entry". Higher level jobs are filled from within the firm, which offers

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chances for promotion, or a "career ladder" to those hired at lower levels. Promotion is based upon the firm's evaluation of the worker's productivity (Doeringer & Piore, 2011). Consequently, while workers are hired based upon well-defined selection criteria, promotion may occur based upon qualities such as long-term service, experience, knowledge and other personal characteristics (Stella, 2014).

Moreover, since promotion attracts better conditions of services and higher and difficult responsibilities, Doeringer and Piore, (2011) warn that personal bias about employees be shelved during promotion decisions. And hence Bach (2005) posits that selection should be based on a well-structured procedure including interviews, application blanks, resumes, oral examinations, written examinations, situational judgment tests, assessment centres, personality tests, evaluation of prior experience and biodata.

Essentially, a promotion is considered the "prize" and the probability of winning is a function of productivity (Gohari, 2013). The winner of the prize receives the salary, benefits, and prestige associated with the higher position. Since each group of new hires knows that not all will be promoted, the probability of promotion serves as an incentive to work hard. Mainoo, Addo, and Ennim (2014) also view promotion as a form of employee recognition based on past contribution to the organisation; therefore, it must be available to employees who play any role in the contribution of work and values in organizations.

Lazear and Rosen (2011) present another model of the promotion process in which the receipt of promotions and training is based upon the individual's revealed ability at the job. While males and females are assumed

to have similar labour market abilities, women are assumed to have greater nonmarket abilities and opportunities, and subsequently they are more likely to depart the firm than men (Raigama, 2010). Since voluntary turnover among those promoted imposes a cost on the firm, the employer will have a higher promotion standard for women and be less likely to promote women than men. Hence, women are less likely to be promoted and stay with the firm because they are viewed by the firm as having less job attachment (Oforiwaa & Afful-Broni, 2014). This in itself has its own resulting consequences on the workability and willingness to have a positive attitude to work. Indeed promotion may either make the organization achieve or fail to achieve its objectives depending on how it is managed (Dessler, 2007).

Other models deal with the method by which workers are assigned to particular jobs (Sattinger 2013). Recent related research emphasizes that task assignment may also serve to make the firm's knowledge about the worker available to the public. A promotion may reveal to competing firms, who have less information about that worker, that the worker is of high ability and may be worth hiring (Waldman 2004; Bernhardt & Scoones, 2003). Wage increases are often associated with promotions, and the magnitude of the increase may pre-empt or encourage other firms to compete for that worker.

It may also be true that a promotion is a consequence of human capital investment or reflects a good job match. The human capital model suggests that workers often receive training that is specific to a particular job, which makes workers more valuable to the employer providing the training (Becker 2004; Mincer 1974). Carmichael (2013) shows that a promotion ladder, where jobs are assigned by seniority and wages are attached to jobs, can lead to

human capital investment and to efficient turnover behaviour. Job match theory indicates that information about the quality of a job match reveals itself over time (Jovanovic 2009).

Promotion may simply be the firm's optimal response after learning about a worker's productivity. These conceptual and theoretical models of the promotion process are not mutually exclusive and it is difficult to test among these alternatives (Birkland, 2015). Many of these models were conceived with the goal of being consistent with the facts concerning promotions, wages, and the internal workings of specific firms. Yet the availability of empirical literature is rare, and to date few studies have examined representative groups of private sector workers. Also, for the most part, these models often label a generic movement within the firm as a "promotion," when in fact there is virtually no evidence as to what a typical worker considers to be a "promotion."

Still, these approaches generate questions that give hints as to which framework may be the most plausible. For instance, is upward mobility more a function of readily observable characteristics, such as education, or of characteristics that are more difficult to observe, such as ability? Are there gender or race differences in promotion? Does training lead to promotion? Do promotions lead to improvements in wages or other conditions of employment? Do promotions have any impact on job attachment?

Human Resource Policies and their Implementation

The guidelines and principles in managing people in an organisation to achieve the collective objective of the organisation is what is termed as human

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resource policies (Armstrong, 2009). Such policies including employees reward, promotion and development have the tendency to improve output in terms of both quality and quantity and bring a balance between the staff of the organisation (Barbeito, 2004). That is, there is always a favourable attitude to work by the employees hence meeting set objectives of the organisation. To achieve the target of the organisation in any service organisation or institution, managing the human resource effectively and efficiently is very crucial (Saleen, Majeed, Aziz & Usman, 2013).

The reason being that whether the organisation perform well or not depends on the skills, talents, competencies, potentials and experiences of these employees (Qasim, Cheema & Syed, 2012). This necessitates efficient and effective human resource policies as being the foundations upon which the organisation rest for employee's satisfaction (Kwenin, Muathe & Nzulwa, 2013; Kennedy, 2009).

Human resource policies have existed since time immemorial, when group of people came together to work towards a common goal (Bohlander, Snell & Sherman, 2001). In the advance countries, human resource policies and procedures has been widely studied in terms of its effects on organisational performances and the attitudes of the employees (Mainoo, Addo, & Ennim, 2014). Human resource practices occur in an ever changing but complex environment (Agwu, 2013). Human resource policies and practices of the organisation ensure the coordination of the organisational plans together with its strategic functions are met. Hence every organisation is now heavily reliant on the human resource policies and procedures for the ultimate performance of the organisation (Edirisooriya, 2014). As a result the

role of human resource policies in an organisation has become strategic and requires strategic implementation.

Today, many organisations and institutions undertake various human resource policies and procedures in relation to the betterment of the organisation (Mainoo Addo, & Ennim, 2014). These include academic institutions and educational centres, production institutions, distribution firms, service sectors and management organisations etc. One would not be stunned by the fact that human resource policies and practices have widely been studied with job satisfaction of both employees and employers (Dessler, 2007). In deed academicians and experts in the daily practices of the human resource polices are of the view that a thorough human resources policies and procedures are the means to achieve high performances and growth in output (Scott, 2010; Yeganeh & Su, 2008; Dessler, 2007).

Reward Policy

Sutherland (2004) defines reward as monitory and non-monitory benefits of employees as a compensation for their dedication and hard work. Employees would be motivated, retained and attracted when there is a clear-cut policy regarding rewards of employees (Terera & Ngirande, 2014). By the human resource policies, managers need to have a sound rewarding scheme to improve productivity and love for work (Gohari, 2013). Meanwhile Pule, Mwesigye, Kanyangabo, and Mbago, (2014) posit that policies regarding rewards of employees are often designed in levels of scales based on contribution to work, experience and qualifications. Even though reward policies could damage an organisation regarding its unfair nature Pule et al.,

(2014), Chepkwony (2014) upholds that rewards based on merit rather stimulates hard work and overall increase in productivity.

Training and Development Policy

One of the key practices and policies of human resource management is to organise activities which aims to better the performance of the employee. Agwu (2013) defines training and development as an effort to improve employee performance through learning. Through training and development, the level of intelligence of the employees is improved and hence their competencies in optimizing their output (Nassazi, 2013).

Hence, Cole and Gerald (2005) posited that companies who organise training and developmental workshops for their employees make a lifetime investment in their organisation. Thus, training and development exposes employees to the technologically advancing world and hence the use of modern tools in these current environmental changes aside preparing them for higher positions (Kennedy, 2009). It prepares the employees for an advance position or promotion whereas it also offers them employment away from the current organisations.

Empirical literature shows that firms that organise training and development for its employees achieve higher results (Nassazi, 2013). Huselid and Becker (2011) found a direct link between training and development of employees and the performance of an organisation. For an organisation to be efficient and effective in its operations, investment in training and development of its employees is of paramount importance (Nassazi, 2013).

However, training and development by the organisation could also prove to be risky since some employees may decide to quit their job after the training. That is to say that, after acquiring the needed training, the market value of such employee increases. Whereas some will leave in a short while after the training others will prefer to stick to the job and receive more of such trainings.

Recognition of Promotion Policy

According to Martin (2001), recognition becomes a motivating factor in an organisation in relation only to the performance of the employee in the context of the goals of the organisation. Employees who stand out in terms of organisational performance are given some recognition in various forms (Javed, Rafig, Maqsood & Khan, 2012). Miller (2006) posits that other unrecognised employees in an organisation work towards wearing such crowns in organisations especially where the recognition is done periodically for all others to witness thereby increasing productivity. Javed et al., (2012) stresses that recognition is either in kind or cash and whichever form it takes it is considered as a robust inspiration of employees. Gohari (2013) is of the view that the recognition given to an employee unexpectedly is of great influence in their subsequent performance. The reason is that they come to the realisation that they are all monitored for rewards and recognition. Fairness in the recognition of employees is a ground for loyalty to the organisation.

Recruitment & Selection Policy

One of the main activities of the human resource managers is recruitment and selection of the most appropriate candidate for a position (Mainoo et al., 2014). To recruit and select somebody for a position is indeed a challenging task and needs clear cut policies and procedures. It usually involves the discovery of the talent being sought out for, evaluating the person's competencies and assigning them with their roles and responsibilities (Mathis & Jacksoon, 2004). Output of the organisation is dependent on the input which includes the human resources recruited to the firm. There is a significant direct relationship between formal selection procedures and firms output (Pule et al., 2014). Recruiting the right talents to the right positions offers an organisation with the capability to achieving high productivity (Naeem, 2013). That is to say that, effecting recruitment and selection policies and procedures has a positive effect on the performance of the firm.

Compensation

Organisational productivity and performances of employees are critical of compensations and remuneration for employees (Kennedy, 2009). Saleem, et al., (2013) indicated that most current organisations especially private are concerned with optimal compensation systems which can be maintained for a long time. Compensating an employee for hard work encourages the workability of an employee to increase or maintain their performances (Vroom, 1964 cited in Raigama, 2010). Employee's compensation for hard work eventually is returned to the employer as their performance and output increase (Kwenin et al., 2013). The task of selecting the best means to

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compensate employees by the human resource department of an organisation is however problematic. This is because according to Qasim et al., (2012) compensation must be in line with the organisations profitability.

Given an employee an advanced compensation has the tendency for achieving competitive advantage in the performance of the organisation (Batt & Valcour, 2003). Compensating an employee has a direct effect on the turnover of the workers, marketing and sales and the overall firms performances (Scott, 2010). Employees performances in an organisation are rather boosted when compensation is given based on outstanding achievements of workers. According to Javed et al., (2012), compensation based on employee's performance is the strongest predictor of the overall performance of an organisation.

Nassazi (2013) found statistically significant association between high performance and employee's outcome and corporate financial performance. Employees react positively to the adoption of compensation plans in an organisation (Martin, 2001). It is arguably posited that the most vital variable serving as a middleman between an organisation's performance and performance-based compensation is employee's motivation. Teseema and Soeters (2006) found a significant positive correlation between compensation and perceived employee performance. That is to say that employee's compensation has a significant impact on the profit maximisation of the organisation.

Performance Evaluation Policies

Human resource managers often use performance evaluation schemes to monitor their employees with the aim of encouraging performance within the organisations (Shahzad, Bashir & Ramay, 2008). Usually, when such schemes are designed indeed productivity improves because many of the loitering and pilfering workers rather turn to adopt positive work attitude (Edirisooriya, 2014). Communicating the feedback of such appraisals put fear in workers who have negative attitudes to work and encourage those with positive attitudes. Yeganeh and Su (2008) posit that the primary human resource policy which is used to communicate the performance of employees in organisations is the performance evaluation scheme. In most organisations however, this evaluation is used to influence certain organisational decisions such as transfer, demotion, retention and promotion (Scott, 2010). According to Terera and Ngirande (2014) performance evaluation encourages the level of commitment and output of employees since it is also used as a guide for training and education.

Research has shown that there is a relationship between human resource policies and procedures and the outcomes of an organisation (Danish & Usman, 2010). Dar (2010) is of the view that the basic means through which organisations influence the employees is the human resource policies and procedures. These policies can either improve or retard an employee who will in turn affect performance (De Souza, 2002). A more effective and efficient human resource policy positively influences the attitudes and behaviors of employees. A well-executed recruitment and selection policy

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could provide a large pool of most appropriate options for appointment for the betterment of the organisation (Mainoo et al., 2014).

Evaluation of Promotion Policies

According to Edirisooriya (2014) promotion policies refer to procedures through which employees are upgraded from lower positions to a higher position in the same organisation. The overall motive of promotion is to show appreciation to employees based on their past records and set them up to be inspired to remain likewise in the future for the growth of the organisation (Bohlander et al., 2001; Muhammad & Akhter, 2010). It is often used in an organisation as a morale booster to the employees towards achieving higher output; promotion is hence highly valued in human resource policies.

Promotion leads to a significant change in the salary package of the promoted, however, the change in wage and other working conditions also depends on the hierarchy to which you are promoted (Armstrong, 2009). Usually, in the employment act of every organisation the pattern of promotion is indicated such that every employee is aware of the policies regarding it (Danish & Usman, 2010). In most organisations, the tendency for an employee to remain or leave is partly dependent on the promotion criteria and opportunities available (Terera & Ngirande, 2014). A fair promotion scheme which sees an internal employee promoted on the bases of the set criteria is sound enough to influence staff turnover and hence increase in productivity (Sutherland, 2004).

In an odd situation an employee who is due for promotion and not promoted could be motivated by a different organisation due to their

competencies (Rizwan, Jaskani, Ameen, Hussain, Farooq & Omair, 2013). This is because when employees perceive promotion to be unfair due to lack of promotion, their attitude and commitment for the said organisation changes (Pule et al., 2013). It is more likely for an employee to leave an organisation when he or she is denied promotion when they are due for them to stay (Shields & Ward, 2001). Naeem (2013) meanwhile warn that there are so many factors which influence the retention or departure of employees in a particular organisation. These factors include processes and procedures used to evaluate the promotion, working conditions, attitude and behaviour of co-workers, rewards, pay etc. (Danish & Usman, 2010). Teseema and Soeters (2006) found internal promotion to have more retention effect on the employees in an organisation than the external promotions. Hence a direct association exists between promotion policies and performance of employees.

Guidelines for Promotion

Promotion which implies an upward change of position normally involves greater responsibility and different duties from those of the present position (World at Work, 2012; NCCDPHP, 2011). Ugwuanyi & Chukwuemeka (2013) further explain promotion as progression to a different position which has increased responsibilities and adjustment to a higher salary level. To best evaluate and implement promotion polices, these underpinning principles are adhered to for transparency (EASYPol Module 056, 2005).

Effectiveness in promotion policies aims to select the best possible applicant who meets the entire necessary requirement. Human resource policy for promotion seeks an effective approach which will be appreciated by all

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employees in the organisation as fair. This is because the policy is intrinsically aimed at building capacity for the future of the organisation through training and development. To ensure effectiveness and equity, human resource managers focus on internal promotions.

Efficiency and professionalism on the part of the appointments and promotions board is much appreciated. Thus, a high level of integrity and confidentiality is obliged among the members involved in this selection process. For the employees to well appreciate the process, there ought not to perceive unfairness in the procedure leading to the promotion.

Human resource polices and procedure evaluations are usually bounded by legislative act or are legally grounded. The procedure for promotions should be of legal backing in that the organisation will follow due orders. These acts include labour act, employment act, occupational health and safety act which are all under the laws of the country in question. With these legal compliances, employees feel safe and secured in working their hearts out with aim of receiving rewards through promotions.

Acts of discrimination is completely not tolerated in any principle guiding employees. Discrimination in the form of age, religion, sex, ethnic background, race, language, disability, sexual preference etc. should not be encouraged except it is a legal or spelt in the job requirement. The utmost goal is not to unfairly discriminate against any employee due for promotion. Being bounded by law does not also imply setting promotion requirement and qualifications which are indirectly unfair to all employees.

Criteria of Promotions

Although promotion is described as a reward, Yeganeh and Su (2008) warn that to be promoted to any of the organisational ladders is dependent on the talent, competencies, achievements and qualifications of the individual. Thus, the better your individual qualities are the better your chances of being promoted in an organisation. Oforiwaa and Aful-Broni (2014) posited that besides performance, socio-demographic characteristics, level of education, skills, training and development, tenure in current job, seniority and merit also affect promotion decisions in organizations.

The level of involvement of an employee in the organisational activities defines the commitment level of an employee and this also influences promotion (Muhammad & Akhter, 2010). When commitment level is high of an employee, they are willing to be associated with the values of the organisation than their selfish gains (Pule et al., 2013). There are certain essential criteria for promotions in organisations. The criteria for promotion should be objective and serve to assist in ensuring the right person is promoted to the right position. This is because employees have trust for the equity that exists in the promotion processes of their organisations. These criteria include seniority which is measured in terms of age and experience of the employee in the organisation. However, it is argued that this criterion is subjective unless a specific timeframe is attached to a previously held position.

Kennedy (2009) found that socio-demographic variables including age, gender, marital status, educational qualifications play crucial roles in the progression and promotion decisions on an employee's career development. Stella (2014) indicated that there is an unfairness in age-related promotion

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issues as some people get promotion because their faces are more presentable (beautiful or handsome) to customers. She further stress that, the implication is that talents and competencies are no longer enough to get an employee promoted. Rizwan et al., (2013) posited that gender, ethnicity and age discrimination at work is still a problem for those at both extremes of the working population, with older people viewed as being more friendly, having higher moral standards and as being more competent than their younger counterparts. Grogan (2009) also found that other organisations also young men and argue that they need more energetic and easy-going people. Tessema and Sieters (2006) assert that though an employee may just be a year older in an institution he or she still qualifies for promotion if they can perform better than their leaders who have been there for ages.

Performance on your current job position is one of the main criteria for promotion into a higher level in many organisations. Dar (2010) however, argues that excellent performance on a current role simply indicated that you are best at that role and hence it may not be necessary for promotion to another capacity. Even though performance should be ultimate for promotion, but an excellent performance in a current role means that an employee could be maximizing satisfaction at that level and hence promotion will reduce output (Armstrong, 2009). Supervisor's view and evaluations of an employee's job performance in most cases complement or plays a higher role in promotion. Bach (2005) on the other hand asserts that performance and productivity increases with experience; there is a higher probability for an older employee to outperform efficiently than a new one. Boamah (2014) found that knowing the competencies of an employee right from the entry

level will be a sufficient addition to promoting an employee based on performance. Kennedy (2009) established that to be a favourite in promotion requires and employee to be a top performer who is always expected or needed in the organisation.

Competencies are the potentials and capabilities of an individual and they comprise skills, knowledge, qualities, and abilities that make up an employee's current position (Shields & Ward, 2001). These competencies usually influence selection, recruitment and promotion of an employee in most organisations. Garbers (2001) found that competencies were correlated with job performance. Francesconi (2001) established that competencies and personalities of employees determine their advancement into higher positions especially managerial. The author stress that being promoted means there will be sub-ordinates in your department and hence your competencies and personality will influence your superiority over them. Employees who are very competent with bad leadership style and personality traits do not add value to the organisations output (Boamah, 2014) whereas employees with good interpersonal skills and quite competent yield better productivity. Stella (2014) asserts that employees who rates better in competencies and interpersonal skills are preferred because they are more likely to be team players than individualistic.

Most often than not, promotion is highly based on qualifications and experiences such as degree, advance degree, license, certificate or years of work experience (Haque & Azim, 2008). Suitable level of education, completed courses and training programs are basic factors with direct influence on promotion. Stella (2014) observed that it was very difficult for an

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employee without a university degree to be promoted to a higher level in certain organisations. Cole and Gerald (2005) support the above assertion by indicating that institutions must educate, train and develop their human capital to succeed the outgoing leaders when they are promoted.

On the other hand, Hope (2003) noted that a lot of things are learnt in the organisation through experience holding education constant; as such when promotion is due especially to managerial level, it is experience which counts most. Competencies and experience are the most valued assets considered when selecting a candidate for promotion to a senior level (Haque & Azim, 2008). The implication is that education, competencies and experience are all a requirement for promotion to the next career level in any organisation.

It can therefore be concluded that promotion is being a merit; which is an end in itself and not a means for promotion. In the end the chosen candidate to be promoted must merit the position and not awarded the position. It is defined as the best performed candidate under scrutiny.

Level of Satisfaction of Employees on Promotion Processes

Job satisfaction is known to have been variously defined by academicians; Robbins (2003) describes it as feelings surrounding employee's job, thus, an optimistic emotional state of the mind concerning a personal appraisal of one's job (Haque & Taher, 2008). In today's world, satisfaction derived from jobs rest on the employee's preference over jobs (Boamah, 2014). Hence, employees who indicate higher satisfaction towards their current jobs are gesturing their preference for their job and thereby leading to improved output. Job satisfaction is now of economist interest because of the

correlation between satisfaction and employee attitudes to promotions (Boamah, 2014). Employees who are well satisfied with the processes and procedures toward promotions are unlikely to leave or turn out lackadaisical attitude to work (Clark 2001; Shields & Ward 2001). Such employees also desist from truant act which lead to higher overall output (Amankwa, 2011

Basically, promotion aims to reward a deserving employee based on their past records and to encourage them towards the growth and development of the organization (Bohlander et al., 2001). Any organisation with clear-cut promotion policies has a higher tendency of achieving job satisfaction among its employees than those without sound promotion policies (Muhammad & Akhter, 2010). Danish and Usman (2010) add further that equality in chances of promotion among employees in accordance to their competencies necessitates loyalty and job satisfaction.

In recent times, promotion is seen as a way of luring the most productive employees to one's own organisation regardless of the location (Chepkwwony, 2014). When an employee enjoys promotion in his/her own work milieu it enhances productivity of higher output (Chiu, Amemiya, Dewar, Kim, Ruddle & Wagner, 2002). Cole Gerald (2002) recognised that the more an employee has a chance to be promoted, the more satisfied employees become with their job. De Souza (2002) stressed that when there is a positive perception about promotion opportunities among the employees in an organisation, they feel more satisfied with their job.

Moreover, Kosteas (2011) found that an increase in wage of about 67 percent has the same effect on employee's job satisfaction as promotion. It stands to reason that most employees prefer sound and genuine promotion

within an organization than just increment in wages and salaries. Boamah (2014) is of the view that promotions may be relatively the best way of keeping employees happy in an organisational setting. The author stresses further that workers become more satisfied when they are in the known that within a few years they can seek promotion. De Souza (2002) established that managers who were promoted were more satisfied with promotion openings and had greater expectations for future promotions.

On the other hand, promotion is seen as a hindrance to an employee's output and satisfaction derived from the job (Chiu et al., 2002). That is to say that, optimal productivity cannot be guaranteed by promoting an employee within an organisation. This according to Shields and Ward (2001) is because dissatisfied employees in the process leading to the promotion of an employee turn out a negative attitude towards the organisation. To buttress this point, Mainoo, Addo, & Ennim (2014) found that there was a negative (r = -0.184) but statistically significant (p= 0.025) relationship between employees' promotion and job satisfaction. That is to say that when there is promotion there is job dissatisfaction and when there is no promotion there seem to be satisfaction. The implication however, could be because there may be other more influential factors to job satisfaction than promotion. There were other statistically significant factors on job satisfaction including career development (r = -0.683, p = 0.000), recognition for good performance (r = 0.184; p = 0.009 and job design (r = 0.213 p = 0.004) (Ibid).

However, Haque and Taher (2008) warn that past records of negative perception about promotion in an organisation continue to hunt employees' job satisfaction. Clark (2001) meanwhile opined that promotion prospect in an

organisation is not a significant predictor of employees' future quit of a job. On the contrary Shields and Ward (2001) found displeasure in promotion opportunities to have a stronger effect on intentions to quit ones' current job. Employees who are denied of promotions are more dissatisfied with promotion procedures and processes than workers who receive promotions (Oforiwaa & Afful-Broni, 2014). Likewise, employees who have ever been promoted are less likely to express dissatisfaction with promotion procedures than those who have always failed their promotion attempt (Ibid).

In the Cocoa Marketing Company (CMC) of Ghana, Boamah (2014), found that promotion was based on performance; qualification; knowledge and skills of the employees with a mean score of 3.26, 3.41 and 3.34 respectively. This finding is also shared in literature with other studies (Dar, 2010; Doyle et al., 2005; Oforiwaa & Afful-Broni 2014). Boamah (2014) found that the perception that promotion was based on knowing someone at the top management level was false (with a mean score of 2.86 indicating disagreement to the statement that "Promotion is based on knowing top management personnel in my organization").

In an attempt to find the satisfaction level of the employees at CMC to promotion policies, it was established that only 10.5 percent respectively indicated very high and very low satisfaction level. Whereas 50.4 percent indicated somewhat high, 28.6 percent indicated somewhat low as their satisfaction level (Ibid). Thus, it was concluded that since majority indicated somewhat high the implication was that employees were satisfied with the available promotion policies at CMC. The findings further state that even though employees were satisfied with the overall promotion policies they were

not entirely satisfied with the implementation of the promotion policies; thus, citing inadequate promotion opportunities as the reason.

Masood, Qurat-Ul-Ain, Aslam, & Rizwan (2014) found that satisfaction level of employees was discriminatory with promotion system. Sokoya (2000) showed that income was the major factor of job satisfaction. Survey results of Rizwan, Shahzad, Sheikh, Batool, Riaz & Saddique (2013) show that wage is the only factor that enhances job satisfaction level of salaried employees in an automobile sector. It is for a fact that reward in the form of promotion is an attractive tool to control employee satisfaction to a job. It also encourages the organizational commitment of the employee (Moncarz et al., 2009) but wages of an employee are more important (Rizwan, Khan, Majeed, Khalid & Anjum, 2013). Hence, Masood et al., (2014) found a significant positive relationship between promotion and employee satisfaction with (Beta=.105) and (p<.033).

An employee's satisfaction for job increases as he/she is promoted (Kosteas, 2011). Naeem, (2013) established that policies regarding promotions and employees job satisfaction are correlated. Promotions alone account for 41.4 percent of job satisfaction among employees.

Raigama (2010) indicated that lack of promotion opportunities significantly affected employees' intentions to leave an organization as employees expressed their displeasure towards promotion policies of the organisation. Naeem (2013) also found that promotion criteria significantly affected the employee's level of satisfaction of their current job. Employees perceived that useless performance assessment systems led to unfairness in the promotion processes and hence were dissatisfied with the job (Pule,

Mwesigye, Kanyangabo, & Mbago, 2014). Promotion from within encourages job satisfaction as the more committed and hardworking employees feel future rewards await them. Teseema and Soeters (2006) posit that emphasizing internal promotion provides sense of fairness, equality and justice in an organisation leading to job satisfaction.

Perception of Employees on Promotion Processes and Practices

Over the years, many tertiary institutions have designed awards for their faculty and department members as a way of given them incentives for their excellence (Oforiwaa & Afful-Broni, 2014). According to Roberts (2002), these incentives are in various forms with notable among them being promotion to a superior rank above one's own original rank; which is accompanied with better conditions of service.

Promotion could be internal or external based; that is from within the organisation or outside the organisation (Garbers, 2001; Grogan, 2009). If the applicant is applying from outside the company, the promotion exercise may not be too problematic but, it could be difficult when it is internal for so many reasons (Grogan, 2009). The perception of the co-workers on the promotion processes could lead to a more difficult time for the promoted applicant in executing his/her duty (Meyer, 2004).

Employees' perception about promotion fairness has a significant influence on organisational support (Rhoades & Eisenberger 2002) and this further influences the staff performance in any organisation. Meyer (1992) revealed that promotion has important implications for the productivity and costs of the organization. The costs, such as those for training replacing

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workforce, can be offset if promotion management enhances productivity. When employees perceive that a particular organisation does not treat them fairly they tend to engage in an unfriendly behaviour or they become uncommitted that negatively affect the output of the organisation (Moorman, 1991; Rhoades & Eisenberger. 2002). Thus, because fairness in promotion influences the attitude of employees and their output, it should rather be treated with parity. To the employees, promotion is regarded as a reward, recognition and sign of being an asset in the organisation (Milkovich & Boudreu, 1988).

Moorman (1991) opined that there is a direct relationship between perception and organisational behaviour among employees. This is the more reason why there are negative perceptions from the other employees when they perceive that a particular applicant has received a preferential treatment in promotion exercise (Heilman, Martell & Simon, 1998). Thus, employees change their attitude as a response to their perceived equity and fairness in an organisation (Bradley, 2004). Gilliland (1993) also observed that the promotion rules and procedures determine the perceived fairness of the applicant seeking promotion.

Whereas some people believe that promotion of employees is gender bias, others also see it to be ethnic bias (Milkovich & Boudreau, 1988). And yet, some also perceive that political reasons, favouritism, nepotism, undue advantages and lack of transparency are among the negative perceptions' employees have in promotion processes (Hope. 2003). However, whichever way it is viewed, employees are often concerned about the objectivity of promotion processes in an organisation.

According to Bradley (2006), there is an attitudinal change among employees in an organisation due to their perception of equity and fairness. The author stressed further that when employees feel that there is injustice in an organisation they behave in a way that inversely affect the growth of the organisation. Stella (2014) also found that employees felt it was of greater justice anytime there was a promotion to a higher position from within the organisation. She indicated also that the above was influenced by their perception that the prior appointment to the position was the idea. Yet, Gilliland (1993) opined that adherence to promotion procedures and rules for promotions influence how fair an applicant perceives the selection procedures. Francesconi (2001) also share Gilliland's view and add that level of output after promotion exercises in the organisation are often based on the employees' perception.

There seem to be gender imbalance in the promotion exercises; however, the imbalance according to Equality Officer (2009) has to do with women's failure or inability to apply for promotion. The study further emphasized that data from (2006-2008) on Senior Promotions indicated that women were not applying for promotion in sufficient numbers; averaging 29 – 22 percent. Doyle, Wylie, Hodgen & Else (2005) also opined that in the Massey University men are more likely than women to apply for promotion of any kind. The authors further found that the higher the rank being applied for, the lower the proportion of application from women (that is whereas those employed below the lecturer rank were 86 percent; those at senior lecturers were 45 percent).

Meanwhile most of the unsuccessful women in promotion process indicate discrimination and disadvantage on time bases, family reasons or lack of recognition for teaching in promotion process as their main barriers (Equality Officer, 2009). However, women in the Massey University perceive that the university is not doing well in addressing the discrimination surrounding promotion processes (Doyle et al., 2005). Most of the successfully promoted academic staff however insist that issues surrounding promotion criteria should be delved into since teaching workload is higher while promotion is largely on research.

The reason for the gender imbalance against women is largely because of the emphasis laid on promotions in the university's award structure which tend to centre on members most successful in the areas of research, teaching and community service but with a higher premium on research (Remler & Perma, 2009). There are inequalities in the research and publication abilities of males and females which has a direct correlation on promotions. Oforiwaa and Afful-Broni (2014) found that majority of women who are in academia averagely remain at the bottom of the progression ladder with only a few progressing to a higher level of professorial rank.

Conceptual Framework of Implementation of Promotion Policy

An employee's knowledge of the process will inform their perceptions either negatively or positively. The way the policy is implemented will also inform the nature of perception an employee has on the implementation process and that will go a long way to determine their level of perceived fairness or unfairness about the implementation of the policy. When an

employee has perceived fairness about the implementation process, there is a higher probability of leading to a relatively high level of satisfaction. However, if the employee has some perceived unfairness about the process, it is likely to lead to low level of satisfaction or not satisfied. It is imperative to also acknowledge that the implementation process is face with challenges that creates negative perception.
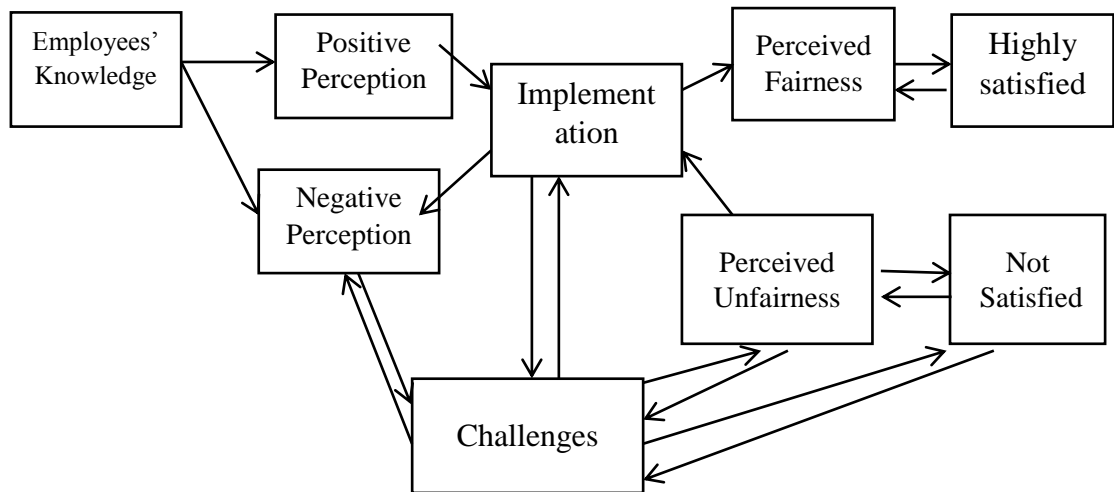
Figure 1: Conceptual Framework

Source: Author's Construct

The perception a person has about a particular phenomenon is influenced by the level of knowledge possessed by the person about the phenomenon. Hence, the level of knowledge of the academic staff about the promotion policy is likely to influence the perception they hold about the promotion policy of the university. It can be inferred from the conceptual framework that once there is an implementation of the promotion policy, there are bound to be associated challenges. These challenges in turn affect the implementation process. It is also worthy of note that, the challenges created by the implementation process informs the perception held by the academic staff. The overall results of the implementation process either leads to a

satisfaction (fairness) or dissatisfaction (unfairness) enjoyed or suffered by staff respectively.

Summary

The chapter presented a review of related literature that was of importance to the current study. The chapter recognises the theory of reinforcement and the equity as the underlying frameworks to this study. Whereas the reinforcement theory is geared towards behavioural and attitudinal change towards promotion decisions, the equity theory talks about the perception people have about whether promotion policies and its implementation are fair or otherwise. The chapter explains the concept of promotion and indicate some concepts that underlie promotion in an organisation. It is highly conceived that promotion is a reward to an employee for hard work and dedication to an organisation. It was also established that there are accompanying responsibilities attached to promotions though there are also improvement in working conditions.

Human resource policies in organisations were also looked at. The major polices were reward, compensation, recognition, performance and evaluation exercises, training and development of employees. These policies of human resource were all meant to better the output of the organisation through the employees. Then it was also gathered that implementation of promotions depended on several factors such as education and training, socio-demographic characteristics, personality, competencies, experiences and others. Human resource personnel promote employees based on the evaluation of the above and others.

Moreover, it was further indicated in the literature that the perception of the employees about the policies and procedures regarding promotions influenced their turnover and attitude to work. When employees have positive perception towards promotions' they work very hard to be promoted, however they work lackadaisically when they perceive the procedure to be unfair. Finally, the level of job satisfaction is influenced to some extent by promotion policies. Employees who are satisfied with the promotion policies are more likely to be satisfied with their job but those who feel otherwise are not satisfied with their current job.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research approach and the methods employed to collect the data for the study. It comprises a brief description of the study area, the research design, data and sources, study population, sample and sampling procedures, methods and instrument of data collection, pre-testing of instruments, reliability and validity and fieldwork challenges. The others are ethical concerns and data processing and analysis.

Study Area

The study area for this research is the University of Cape Coast. It is five kilometers west of Cape Coast, on a hill over- looking the Atlantic Ocean. It operates on two campus: the southern campus (old site) and the northern campus (new site). The University was established in 1962 out of a dire need for highly qualified and skilled manpower in education and was affiliated to the University of Ghana. It trains students both at the graduate and undergraduate levels. Since its establishment, the university has added to its functions the training of education planners, administrators, agriculturalists and health care professionals. The University of Cape Coast is organized into five colleges and each college has different schools and departments under them.

These are the college of agriculture, and natural science, college of distance education, college of education studies, college of humanities and legal studies and the college of health and allied sciences.

The university (UCC, 2016) has undergraduate student population of 19043, with 4414 in level hundred, 5240 in two hundred, 5141 in three hundred and 4248 in level four hundred. There are six halls of residence in the university namely: Oguaa Hall, Atalantic Hall, Adehye Hall, Kwame Nkrumah Hall, Valco, Hall and Casford hall. There are various recognized hostels on campus, which include among others Alumni hostel, Valco Trust Graduate hostel, university hostel and Student Representative Council (SRC) Hall, built by the SRC with the aim of meeting the accommodation needs of students. The university therefore sometimes allocate student to the halls but ask for them to reside at the SRC Hal1.

Research Design

A research design is a blueprint or plan, structure, and strategy of a scientific inquiry that is conceived in a way that is appropriate to a given study so as to help adequately answer the research questions and achieve the study objectives (Kumar, 2011). Mixed method is a relatively an emerging research method that has developed based on the need to draw on the strength of both quantitative and qualitative research techniques. A number of mixed method study designs have been identified over the years. This includes; the convergent parallel design, the exploratory sequential design, the explanatory sequential design, and the embedded design. With each design clearly having their strength and weakness, researchers often adopt one that they deem as appropriate based on their study focus. Hence, the *embedded research design* was adopted to guide the study.

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The reason for the embedded design is to gather both quantitative and qualitative data simultaneously or sequentially but to have one form of data offering a supportive role to the other (Creswell, 2012). Also, the embedded method has the ability to leverage the strengths of varied methods, provide richer insights into phenomena of interest that cannot be fully understood using only quantitative or qualitative methods, address research questions that call for real-life contextual understanding, multi-level perspectives, and cultural influences (Xiaodan & Deepark, 2019). Taking into consideration the nature of the study, the embedded approach is suitable because I needed some figures to clarify the arguments raised by the qualitative data.

In this study, the qualitative data is providing a supplementary role to the quantitative data. The idea is that the qualitative data helped to explain the observed relationship between the variables of interest. Both quantitative data (questionnaire administration) and qualitative data (in-depth interviews) were collected for the study. However, both sets of data were analysed separately, with each of them addressing different research questions. It is important to note that even though both sets of data were collected, the overall design emphasized quantitative approaches to research since quantitative data was needed to address four out of the five research questions. Given the focus, research objectives and research questions of this study, the embedded design was thus considered appropriate.

Research Philosophy

Philosophy is considered very important in social sciences research since it serves as the foundation on which the entire work is built –

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conceptualization, data collection, analysis, interpretation, and presentation of the final research report. There are two dominant research philosophies in social sciences research; positivism and interpretivism. The positivist philosophy is associated with quantitative methods, while the interpretivist philosophy is associated with qualitative methods (Creswell, 2012). In recent times, mix method research has been able to draw on the philosophical foundations of both positivism and interpretivism, to give rise to a new paradigm known as pragmatism.

Target Population

The target population was academic senior members of the University of Cape Coast. Academic senior members were focused based on the fact that preliminary investigation revealed that it is usually the teaching staff who seek promotions quite often and hence have more knowledge and experience in the processes. It was estimated that the academic senior members were seven hundred and fifty-six (756) based on the database obtained from the Human Resource Directorate of the university. Two colleges in the University were used for the analysis. These were the Colleges of Humanities and Legal Studies and Education Studies. The choice of these Colleges was informed by the fact that these Colleges have the highest number of academic senior members in the university. The implication is that all the characteristics of academic senior members in the university could be reflected by these two colleges.

Sample and Sampling Technique

Hair (2000) defines sampling as selecting a group of people or object from a targeted population for a study. Similarly, Sarantakos (2007) pointed out that sampling is a process of choosing the units of the target population which are to be included in a study. That is to say a sample assist a researcher to study a relatively smaller percentage of the larger target population in which the results may be a representation of the larger group. It hence reduces the challenge of having to include the whole population in the study. Using Yamane (1967) formulae, with a margin error of 10% and a population of 436 and a non-response rate of 18%. A sample size of 100, was obtained.

Qualitative

A purposive sampling technique was used to select all the participants for the study. Participants for this study are made up of a group of people who are relatively homogenous in nature whereas the aim of the research is same for all. As such, the same set of questions was administered to all the participants in their respective offices (thus privacy was assured). And so long as knowledge is widely distributed among this homogenous group. Their homogeneity is because they are all teaching staff and senior members who have applied for promotion before (either failing or succeeding).

To determine the sample size for the current study, a review of relevant sample size determination method for interview (qualitative research) was studied and applied. Patton (2002) argue that many authors recommend the sample size of a purposively selected participant for interviews be selected inductively and should continue until data "saturation" occurs. Also, Bernard

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(2000) indicated that thirty to sixty (30-60) interviews are enough for saturation to be reached. Morse (1994) on the other hand, pointed out that at least six (6) participants would be enough for a study. Similarly, Creswell (2007) maintained that five to twenty-five (5 – 25) respondents is enough for a qualitative study. Kuzel (1992) likewise recommends between six and eight (6 – 8) respondents for homogenous groups and twelve to twenty (12 – 20) for heterogeneous groups. Bertaux (1981) posits that at least 15 respondents are enough for qualitative data to reach saturation.

However, after a careful review, saturation is defined as the point at which no new data or additional data may be required or found necessary. Based on the above suggestions, the study adopted Guest et al's (2006) saturation point was reached after the twelve (12) respondents. Hence, 12 senior members as teaching staff were selected for the study.

Quantitative

The University of Cape Coast has five colleges. These are the college of humanities and legal studies, college of health and allied science, college of agriculture and natural science, college of distance education and the college of education studies. Purposively, two colleges were first selected before finally using a random sampling to select respondents. Selection was based on the availability and the willingness to partake in the study.

Table 1: Sample Size from the Population

Colleges	Respondents	Total Population	Sample Size
Humanities and Legal Studies	Males	234	53
	Females	58	14
College of Education	Males	98	22
	Females	48	11
	Total	438	100

Source: Field survey (2018)

Data and Sources

The study made use of primary source of data collected from senior members at the University of Cape Coast through the use of questionnaires and in-depth interviews. Some of the data collected from the field interviews are the socio-demographic characteristics of respondents, perception of the promotion processes, level of satisfaction of the processes, what influences their perception, expectation of the process and the way forward.

Data Collection Instruments

Quantitative data

A self-administered questionnaire was used in the data collection. The questionnaire had four sections (A, B, C and D). Section "A" dealt with the demographic characteristics of respondents. The Section "B" focused on knowledge of the promotion process of university of cape coast. Section "C" focused on the perception of the promotion policy and the Section D looked at the challenges associated with the promotion process. The questionnaire comprised close and open-ended questions.

Qualitative Data

In consonance with the qualitative methods research paradigm guiding this study, qualitative research instrument was used to collect data; specifically, an interview guide (in-depth interview). This was used due to its general acceptance as being the best data collection method for eliciting primary data about opinions, knowledge and experiences of a particular problem directly from the "actors" or "people" affected by the research (Patton, 2002).

Also, because of its open nature it gives the interviewer the freedom to ask the questions in the order that seem appropriate as the interview is in session (Nicholas, 1991) and not underestimating the depth of data collected. Wimmer and Dominick (1997) also posit that the use of the interview guide gives the respondent the "freedom to answer the questions in the way they wish" (p.139) and may thus bring forth new information and present issues in ways that the researcher might have not thought about. This type allows much and vital information, however, grouping the responses into themes, quantifying and analyzing such responses is very cumbersome (Jackson, 2009).

There could be interviewer bias and the responses could be the views of the particular respondents (Wimmer & Dominick, 1997). In spite of its limitations, the interview guide was used because as in the views of Jensen and Janokowski (1991), it would help the key personnel express their views about the promotion situation in UCC.

The interview had four sections (A, B, C and D). Section "A" dealt with the socio demographic data of respondents. The Section "B" focused on

current promotion policy and implementation practice in the University of Cape Coast. Section "C" focused on the perception of the promotion process in the University of Cape Coast and the last Section D looked at the satisfaction of the promotion process. The interview guide comprised of open-ended questions with probes

Data Collection Procedure

Before the actual field work began, the research instruments were pilot tested in a different setting with similar characteristics to ascertain its strengths and weaknesses. Specifically, research instrument was pre-tested at the University of Education, Winneba. This helped to assess the clarity of the questions and how adequate they address the research objectives. The pre-testing exercise helped in identifying possible challenges likely to be encountered in the actual study, in order to address them.

After which a validity and reliability tests were made from the data collected and few changes were made to the instruments before the actual field work commenced. A period of three weeks was used to collect data on working days between the hours of 8:30Am to 4:30 Pm without a total number of 5 personnel deplored to the field. Data was collected mostly using tape recorders and by writing during in-depth interviews sections with respondents. Data collection assistants assisted respondents by clarifying certain issues where there was the need to help.

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Data Processing and Analysis

Quantitative Data

Collected questionnaires have to be managed properly if decision-making is to be made of it. Consequently, it is important that raw data is handled properly so as to transform it into information for the purpose of decision making. The questionnaires that were retrieved were first sorted out to find out those that were not answered and to check for consistency, clarity and accuracy of recording. Each of the questionnaires would be given an identification number to avoid double entry or data loss. The questionnaires would be coded using the SPSS Version 23.0 template. The SPSS aided in the analysis of the data collected. For all the objectives; one, two and three, descriptive statistics such as frequencies, percentages and median were used in analysing the data.

Qualitative Data

The data from the field was first crosschecked (in the form of cleaning) for consistencies. It was then coded by numbering each interview session. Both the recorded and written version of the interview was then transcribed verbatim. After the transcription, a thorough study by way of reading through the entire transcribed dataset was done. During the thorough study of the data, trends/patterns/ in pieces were noted down after which they were collated under themes underlying the objectives. After going through all the transcribed data, comparison was made with each interviewee's response (which have already been transcribed and coded in likewise manner). Responses were then grouped in similarities and used as themes for the

discussion and interpretations. Finally, direct quotations from the interviews in relation to particular themes were quoted.

Ethical Considerations

The main ethical issues considered and given prominent attention in the course of the research were informed consent, anonymity and confidentiality. Questions in the study were designed to avoid those that can harm or threaten the lives of respondents. For moral and legal reasons, interviewees were pre-informed of the voluntary nature of their participation, as well as given enough information about the study. Before the administration of the interviews the researcher briefed participants of the Appointments and Promotions Board (APB) (research entry protocols were adhered to) and each individual respondent was subsequently given explicit information about the work. This process began with the issue of introductory letter from the School of Business, Department of Human Resource Management to the APB protocols. The purpose of the study and the nature of the interview were made known to them. In the end, respondents were made to willingly accept or decline their participation in the study.

Social research provides possibilities of invading the privacy of participant, as such the sensitivity of researchers to informed consent, privacy, anonymity, and confidentiality is important (Creswell, 2007). The interview guide was designed in a way that no aspect required their names or personal identities. Adherence to their privacy and assurance of the confidentiality of their responses were communicated to them. Hence, in the report, issues that could lead or relate to the identification of an individual respondent were not included.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter reports the outcome of the analysis and the discussion. The analysis focused on the socio – demographics of respondents, knowledge of promotion criteria and procedures, perception of the appointments and promotion policy and the challenges associated with the promotion process. The quantitative results are presented in the form of tables, charts and graphs, whereas the qualitative results would be presented in the form of narrations and quotations.

Background Characteristics of the Respondents

The background characteristics of the respondent are essential in appreciating the dynamics in the group and a good grasp of these characteristics help in understanding the results of the study. This section covers the sex, age, marital status, religious affiliation, ethnicity, current academic qualification, current teaching rank, and years of experience.

The total numbers of respondents were 70 which was represented by 80 percent male and 20 percent female. The age of respondents ranges from 30 – 55+ years. Tale 1 shows that the respondents were predominantly aged 30 – 34 years and 40 – 44 years. For instance, 30 percent of the respondents were aged 30 – 34 years. The highest proportion of the respondents were married and from Christian religious affiliation (Table 2).

Table 2: Background Characteristics of Respondents

Variable	Frequency (n=70)	Percent (100%)
Sex		
Male	56	80.0
Female	14	20.0
Age of respondent		
30 – 34	21	30.0
35 – 39	11	15.7
40 – 44	13	18.6
45 – 49	6	8.6
50 – 54	12	17.1
55 +	7	10.0
Marital Status		
Single	6	8.6
Married	62	88.6
Separated	1	1.4
Cohabitation	1	1.4
Religious Affiliation		
Muslim	4	5.7
Christian	63	90.0
Buddhist	1	1.4
Other	2	2.9
Ethnicity		
Akan	48	68.6
Guan	1	1.4
Ga/adangbe	3	4.3
Ewe	11	15.7
Mole Dagbani	6	8.6
Other	1	1.4
Current Academic Qualification		
Master's degree	17	22.9
Doctorate degree	53	75.7
Other	1	1.4
Current Teaching Rank		
Assistant lecturer	14	20.0
Lecturer/research fellow	18	25.7
Senior lecturer/senior research fellow	23	32.9
Associate professor	14	20.0
Professor	1	1.4
Years of Experience		
0 – 4	10	14.3
5 – 9	22	31.4
10 – 14	20	28.6
15 – 19	16	22.9
20 – 24	1	1.4
25+	1	1.4

Source: Field survey (2018)

Majority of the respondents were married, thus, nearly 89 percent of respondents, implying that most of the academic senior members are married. The highest proportions of the respondents were from the Akan ethnic group, followed by the Ewe ethnic group (see Table 2), implying that most of the respondents come from the southern part of Ghana. Whereas, majority of the respondents had a doctor's degree, thus, about 76 percent, only 33 percent of the respondents had the rank of a senior lecturer/research fellow, implying that most of the academic senior members have the required qualification for teaching. Twenty-one percent of the respondents were either associate or full professors (see Table 2). Implying that few of the academics have risen to the top of the academic ladder.

The study revealed that majority of the respondent were males and with doctorate degree. The implication is that senior members academic of the University is male dominated and have a relative higher qualification than their female counterparts. Respondents' current teaching rank ranged from assistant lectures to full professor. The University of Cape Coast have a senior members' population of more males than females and all senior members (academic) are expected to have a doctorate degree. Senior members with masters' degree are given a maximum of five years to upgrade on their level of education. This reflected in the background characteristics of the respondent of the study.

Knowledge of Promotion Criteria and Procedures

Knowledge of promotion criteria and procedures reveals the awareness of the promotion process. This objective seeks to identify the sources of

information on the promotion process, the level of knowledge of the criteria or procedures to the ranks of a senior lecturer, associate and full professor. Results were presented in graphs, tables and narrations.

In general, majority of the respondents have ever heard of the criteria for appointments and promotions, thus, nearly 96 percent of the respondents (see Figure 2).
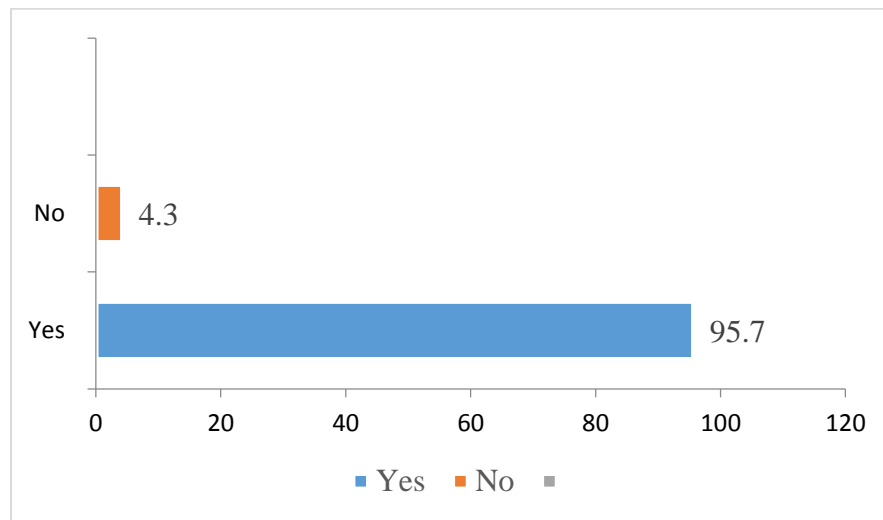
Figure 2: Heard of the criteria for appointments and promotions
Source: Field survey (2018)

Sources of information on the criteria and procedure for appointments and promotions

The highest proportion of the respondents had their source of information on the criteria and procedure for appointments and promotions, from friends and HoD/Dean /Provost, thus, about 37 percent of the respondents (see Table 3).

Table 3: Sources of Information on the Criteria and Procedure for Appointments and Promotions

Sources of Information on The Criteria and Procedure for Appointment and Promotion	Frequency	Percentage
Friends	26	37.1
HoD/Dean/Provost	26	37.1
Memos/Circulars/Statutes	25	35.7

Source: Field survey (2018)   *Multiple Response*

It was also established that most of the respondent have heard of the criteria for appointments and promotions and their source of information were from friends, Memos/Circulars/Statutes, HoD/Dean/Provost. The possible explanation is that senior members interact a lot with the colleagues on issues. When they are due for promotion, they are more likely to contact a colleague who have gone through the process for ideas to know the procedures and criteria before they apply for the promotion. Issues about appointments and promotions are also circulated as circulars or memos from time to time by the directorate of human resources. All information about appointments and promotions could also be found in the University of Cape Coast Criteria.

Knowledge of Promotion Criteria

Level of Knowledge of the Criteria to the Rank of a Senior Lecturer

Six out of ten respondents had a high level of knowledge about the criteria to the rank of a senior lecturer. Whereas two out of ten of the respondents had low and medium level of knowledge about the criteria to the rank of a senior lecturer (see Table 4).

Table 4: Level of Knowledge of the Criteria to the Rank of a Senior Lecturer

Level of knowledge of the criteria to the rank of a senior lecturer	Frequency (n=70)	Percentage (100)
Low	20	28.6
Medium	20	28.6
High	30	42.8
Total	70	100

Source: Field survey (2018)

Level of knowledge of the criteria to the rank of a senior lecturer and

background characteristics

The highest proportion of males (45 percent) had high level of knowledge of the criteria to the rank of a senior lecturer. Whereas, the highest proportion of females had medium level of knowledge. Respondents who had 5 or more years of experience had high level of knowledge of the criteria to the rank of a senior lecturer (see Table 5). For instance, 50 percent of respondents who had 5 – 9 years' experience had high level of knowledge of the criteria to the rank of a senior lecture. Forty – eight percent of respondents who were currently senior lecturers had high level of knowledge of the criteria to the rank of a senior lecturer (see Table 5).

Table 5: Level of knowledge of the criteria to the rank of a senior lecturer and background characteristics

Background characteristics	Level of knowledge of the criteria to the rank of a senior lecturer		
Sex	Low (n=20)	Medium (n=20)	High (n=30)
Male	28.6	26.8	44.6
Female	28.6	37.7	35.7
Years of experience			
0 – 4	40.0	40.0	20.0
5 – 9	18.2	31.8	50.0
10 – 14	25.0	20.0	55.0
15 – 19	43.8	25.0	31.2
20 – 24	0.0	0.0	100
25+	0.0	100	0.0
Current academic qualification			
Master's degree	43.7	12.5	43.8
Doctorate degree	24.5	32.1	43.4
Other	0.0	100	0.0
Current teaching rank			
Assistant lecturer	50.0	14.3	35.7
Lecturer	16.7	38.9	44.4
Senior lecturer	17.4	34.8	47.8
Associate professor	42.9	14.3	42.8
Professor	0.0	100.0	0.0

 Source: Field survey (2018)

Level of Knowledge of the Criteria to the Rank of an Associate Professor

Nearly six out of ten respondents had a high level of knowledge about the criteria to the rank of an associate professor. Whereas three out of ten of the respondents had low level of knowledge about the criteria to the rank of an associate professor (see Table 6).

Table 6: Level of Knowledge of the Criteria to the Rank of an Associate Professor

Level of knowledge of the criteria to the rank of an associate professor	Frequency (n=70)	Percentage (100)
Low	19	27.2
Medium	12	17.1
High	39	55.7
Total	70	100

Source: Field survey (2018)

Level of Knowledge of the Criteria to the rank of an Associate Professor and

Background Characteristics

Majority of the respondents (males 55% and female 57%) had high level of knowledge of the criteria to the rank of an associate professor. The highest proportions of respondents who had 5 or more years of experience had high level of knowledge of the criteria to the rank of a senior lecturer (see Table 7). For instance, 100 percent of respondents who had 20+ years' experience had high level of knowledge of the criteria to the rank of an associate professor. Respondents with doctorate degree predominantly had high level of knowledge of the criteria to the rank of an associate professor (see Table 7). Majority, thus, 78 percent of respondents who were currently senior lecturers had high level of knowledge of the criteria to the rank of a senior lecturer (see Table 7).

Table 7: Level of knowledge of the criteria to the rank of an associate professor and background characteristics

Background characteristics	Level of knowledge of the criteria to the rank of an associate professor		
Sex	Low (n=19)	Medium (n=12)	High (n=39)
Male	25.0	19.6	55.4
Female	35.7	7.1	57.2
Years of experience			
0 – 4	40 .0	20.0	40.0
5 – 9	31.8	9.1	59.1
10 – 14	20.0	30.0	50.0
15 – 19	25.0	12.5	62.5
20 – 24	0.0	0.0	100
25+	0.0	0.0	100
Current academic qualification			
Master's degree	56.2	6.3	37.5
Doctorate degree	18.9	20.8	60.3
Other	0.0	0.0	100.0
Current teaching rank			
Assistant lecturer	50.0	14.3	35.7
Lecturer	38.9	22.2	38.9
Senior lecturer	8.7	13.0	78.3
Associate professor	21.4	21.4	57.2
Professor	0.0	0.0	100.0

 Source: Field survey (2018)

Level of Knowledge of the Criteria to the Rank of a Full Professor

A higher proportion respondent had a high level of knowledge about the criteria to the rank of a full professor. Thus, approximately, 49 percent of the respondents had a high level of knowledge about the criteria to the rank of a full professor (see Table 8). About 34 percent of the respondents had low level of knowledge about the criteria to the rank of an associate professor (see Table 8).

Table 8: Level of Knowledge of the Criteria to the Rank of a Full Professor

Level of knowledge of the criteria to the rank of a full professor	Frequency (n=70)	Percentage (100)
Low	24	34.3
Medium	12	17.1
High	34	48.6
Total	70	100

Source: Field survey (2018)

Level of Knowledge of the Criteria to the Rank of a Full Professor and

Background Characteristics

Although the highest proportion of the male respondents (males = 54 %) had high level of knowledge of the criteria to the rank of a full professor, the highest proportion of the female respondent had low level of knowledge of the criteria to the rank of a full professor (see Table 9). Majority of the respondent who were senior lecturers or a higher teaching rank had a high level of knowledge of the criteria to the rank of a full professor. Whereas, half of the who were assistant lecturers and lecturers had low levels of knowledge (see Table 9). The highest proportions of respondents who had master's degree had low level of knowledge of the criteria to the rank of a full professor, whereas the highest proportion of those with doctorate or other academic qualification had a high level of knowledge (see Table 9).

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Table 9: Level of Knowledge of the Criteria to the Rank of a Full Professor and Background Characteristics

Background characteristics	Level of knowledge of the criteria to the rank of a full professor		
Sex	Low (n=24)	Medium (n=12)	High (n=34)
Male	32.1	14.3	53.6
Female	42.8	28.6	28.6
Years of experience			
0 – 4	20.0	20.0	60.0
5 – 9	50.0	9.1	40.9
10 – 14	30.0	25.0	45.0
15 – 19	31.5	18.8	50.0
20 – 24	0.0	0.0	100.0
25+	0.0	0.0	100.0
Current academic qualification			
Master's degree	56.3	25.0	18.7
Doctorate degree	28.3	15.1	56.6
Other	0.0	0.0	100.0
Current teaching rank			
Assistant lecturer	50.0	28.6	21.4
Lecturer	50.0	11.1	38.9
Senior lecturer	17.4	21.7	60.9
Associate professor	28.6	7.1	64.3
Professor	0.0	0.0	100.0

 Source: Field survey (2018)

The findings also showed that the level of knowledge of the criteria to ranks of senior members varied. About 56 percent of the respondents had a high level of knowledge of the criteria of the rank of an associate professor. Whereas only 48 percent had a high level of knowledge of the criteria of the rank of a professor. The possible explanation would be that most of the respondents were either senior lecturers or associate professor and would be more interested in knowing the criteria for their next promotion rank or their current rank. This finding is consistent with the findings of Haque and Azim (2008) who found out that employees were more likely to have much

knowledge about the criteria and procedure for their next promotion rank and work towards that.

Knowledge of Promotion Procedures

Level of Knowledge on the Promotion Procedures of the Rank of a Senior Lecturer

Eight out of ten respondents had a high level of knowledge about the promotion procedure to the rank of a senior lecturer. Whereas nearly two out of ten of the respondents had medium level of knowledge about promotion procedure to the rank of a senior lecturer (see Figure 3).
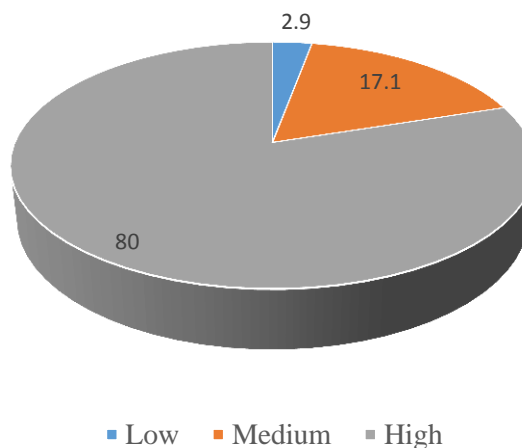
Figure 3: Level of Knowledge on the Promotion Procedures of the Rank of a Senior Lecturer

Source: Field survey (2018)

The in-depth discussion captured the participants' knowledge of the promotion criteria and procedures. This reveals their awareness of the policy that affects their professional progression and the associated procedures. As a participant revealed:

> *"Mostly, the promotion process is based on the number of publications by an applicant subject to the approval by the appointments   and promotion." (IDI 1, HoD, Senior Lecturer)*

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The previous narrations focus on the core criterion of the promotion – publications. Participants went forward to reveal how technical and rigorous are the procedures. Regardless of this difficulty, they believed that procedure was worthy of its purpose as the narration below portrays.

> *"When it comes to the promotion of senior members, the guidelines to be followed is quite technical and rigorous, but in all is good. to climb to the top echelon, it is not easy but is worth it" (ID1 11, Dean, Associate professor)*

Level of Knowledge on the Promotion Procedures of the Rank of a Senior Lecturer and Background Characteristics

The highest proportion of the respondents had high level of knowledge on the promotion procedures of the rank of a senior lecturer. For instance, about 87 percent of males and 50 percent of females had high level of knowledge on the promotion procedures of the rank of a senior lecturer (see Table 10). High knowledge on the promotion procedures of the rank of a senior lecturer did not vary with years of experience and current academic qualification (see Table 10). Nine out of ten respondents with the rank of a senior lecturer or an associate professor had a high knowledge on the promotion procedures of the rank of a senior lecturer (see Table 10).

Table 10: Level of Knowledge on the Promotion Procedures of the Rank of a Senior Lecturer and Background Characteristics

Background characteristics	Level of knowledge on the promotion procedures of the rank of a senior lecturer		
Sex	Low (n=2)	Medium (n=12)	High (n=56)
Male	1.8	10.7	87.5
Female	7.1	42.9	50.0
Years of experience			
0 – 4	10.0	30.0	60.0
5 – 9	4.6	22.7	72.7
10 – 14	0.0	20.0	80.0
15 – 19	0.0	0.0	100
20 – 24	0.0	0.0	100
25+	0.0	0.0	100
Current academic qualification			
Master's degree	0.0	31.3	68.7
Doctorate degree	1.9	13.2	84.9
Other	100	0.0	0.0
Current teaching rank			
Assistant lecturer	0.0	42.9	57.1
Lecturer	5.6	22.2	72.2
Senior lecturer	0.0	8.7	91.3
Associate professor	7.1	0.0	92.9
Professor	0.0	0.0	100

Source: Field survey (2018)

Level of Knowledge on the Promotion Procedures of the Rank of an

Associate/Full Professor

Seventy – six percent respondents had a high level of knowledge about the promotion procedure to the rank of an associate or full professor. Whereas about 17 percent of the respondents had low level of knowledge about promotion procedure to the rank of an associate or full professor (see Figure 4).

■ Low   ■ Medium   ■ High

Figure 4: Level of Knowledge on the Promotion Procedures of the Rank of an Associate/Full Professor

Source: Field survey (2018)

Level of Knowledge on the Promotion Procedures of the Rank of an

Associate/Full Professor and Background Characteristics

The highest proportion of the respondents had high level of knowledge on the promotion procedures of the rank of *an associate/full professor*. For instance, about 64 percent of females and nearly 79 percent of males had high level of knowledge on the promotion procedures of the rank of a senior lecturer (see Table 11).

High knowledge on the promotion procedures of the rank of *an associate/full professor* did not vary with years of experience and current academic qualification (see Table 11). For example, 79 percent of respondent with doctorate degree and 62 percent of those with master's degree. Nine out of ten respondents with the rank of a senior lecturer or an associate professor and ten out of ten respondents with full professor rank had a high knowledge

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on the promotion procedures of the rank of *an associate/full professor* (see Table 11).

Table 11: Level of Knowledge on the Promotion Procedures of the Rank of an Associate/Full Professor and Background Characteristics
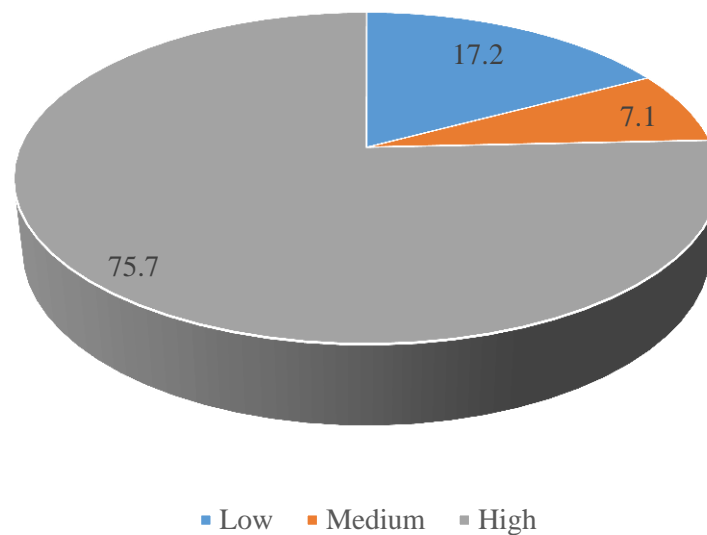
Background characteristics	Level of knowledge on the promotion procedures of the rank of an associate/full professor		
Sex	Low (n=12)	Medium (n=5)	High (n=53)
Male	19.6	1.8	78.6
Female	7.1	28.6	64.3
Years of experience			
0 – 4	10.0	10.0	80.0
5 – 9	13.6	18.2	68.2
10 – 14	35.0	0.0	65.0
15 – 19	6.3	0.0	93.8
20 – 24	0.0	0.0	100
25+	0.0	0.0	100
Current academic qualification			
Master's degree	25.0	12.5	62.5
Doctorate degree	15.1	5.7	79.2
Other	0.0	0.0	100.0
Current teaching rank			
Assistant lecturer	28.6	14.3	57.1
Lecturer	27.8	16.7	55.5
Senior lecturer	8.7	0.0	91.3
Associate professor	7.1	0.0	92.9
Professor	0.0	0.0	100.0

 Source: Field survey (2018)

Perception of the Appointments and Promotions Policy

Figure 5 showed that majority of the respondents (76 per cent) had a positive perception about the appointments and promotion policy. Whereas, 24 percent of the respondents had a negative perception (see Figure 5)
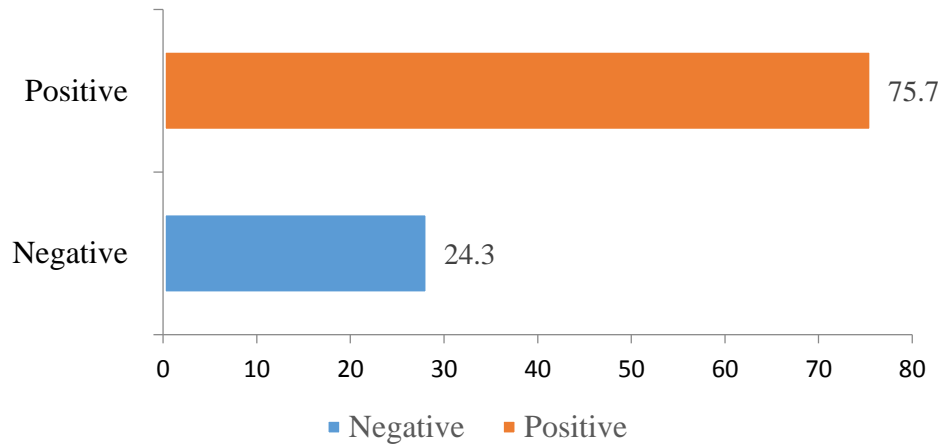
Figure 5: Perception of the Appointments and Promotions Policy
Source: Field survey (2018)

Table 12 showed that about 67 percent of the respondents agreed to the statement that the appointments and promotions policy provides eligible academic staff with an opportunity to receive recognition for achievement. Whereas about 57 percent of the respondent disagreed to the statement that the procedure and criteria provided by the policy for promotion is easy and smooth (see Table 12). This might have been accounted for by the fact that majority of those in agreement might have sailed through the process successfully by meeting all the necessary standards. Whereas those in disagreement might have been made to correct one or more errors during the application process.

Although, majority (62 %) of the respondents were satisfied with the promotion criteria and process, nearly 51 percent of the respondent disagreed with the statement that the policy is committed to the principles and practice of equity, fairness and consistency of the process (see Table 12).

The findings in line with equity theory which says that when perception is positive about a process they turn to satisfied with the process. In the case of this study senior members having a positive perception about the

promotion process have resulted in them being satisfied with the promotion process.

Table 12: Perception of academic senior members on The Appointments and Promotions Policy

Perception of The Appointments and Promotions Policy	N=70	Agree	Disagree
The policy is based on merits in the areas of teaching	68	73.5	26.5
The policy is based on merits in the areas of research	62	82.3	17.7
The policy is based on merits in the areas of community service	64	56.3	43.7
The policy provides eligible academic staff with an opportunity to apply for promotion	70	94.3	5.7
The policy provides eligible academic staff with an opportunity to receive recognition for achievements	67	67.2	32.8
The procedure and criteria provided by the policy for promotion is easy and smooth	69	43.5	56.5
The procedure provides satisfactory rewards for achievements	67	56.7	43.3
The policy is committed to the principle and practice of equity, fairness and consistency of process	69	49.3	50.7
The policy gives unsuccessful applicant an opportunity to reapply upon meeting the requirement	67	97.0	3.0
The policy requires additional information	69	91.3	8.7
Assessment of application for promotion is made by a committee through a process designed to enable a fair and consistent application of standard	68	77.9	22.1
I am satisfied with the promotion criteria and process	68	61.8	38.2

Source: Field survey (2018)

The in-depth discussion also focused on the participants' perception about the promotion procedure. This theme has three sub themes as presented below: relationship with HoD/Dean/Provost, perceived fairness of the promotion process and satisfaction with the promotion process.

Relationship with HoD/Dean/Provost

The first sub – theme that emerged is participants' relationship with their leaders including heads of department, deans and provost. From the data result, an applicant's relationship with the HoD/Dean/Provost affects the promotion process. The magnitude of perceived effects varied among HoD/Dean/Provost and the A&P panel member. The narrations below tell more about this relationship.

> *"One of the criteria on the form is your relationship with colleagues and superiors as well as students. Relationship counts a lot. For instance, some of these factors count when your students are appraising you. If you have a bad relationship with one of the stakeholders in the promotion process, it may affect you subtly, so personally, it counts." (IDI 1, HoD, Senior Lecturer).*

To buttress the above quote, participants emphasized how as a human institution such relationship are likely to affect the promotion process as the narration below reveals.

> *"Of course, once is a human institution. They are likely to affect the process. Especially, performance and qualification…...these are based on family and friends' ties." (IDI 2, Dean, Associate Professor)*

Contrasting view was shared by another participant:

> *"I believe it will only facilitate the process and not the final decision to be made by the A & P Board." (IDI 7, Panel member – Provost)*

Perceived Fairness of the Promotion Process

The second sub – theme that emerged is participants' perceived fairness of the promotion process. Findings from the study showed that generally the promotion process was fair although there exist some laps and gabs. All the participants except one agreed that the promotion process was fair and it is based on merits. A dean had this to say:

> *"It is a competent committee that handles the whole process.*
>
> *Therefore, I can say that the decisions are based on merit.*
>
> *Hmmm, I will rank it at 7/10…" (IDI 11, Dean, Senior lecturer)*

Participants went to accentuate that although the promotion process had some lapses the process is quite fair as the narration below reveals.

> *"For fairness, the process is quite fair despite some lapses that*
>
> *include human factors and other related." (IDI 2, Dean,*
>
> *Associate professor)*

Conflicting view was shared by another participant who was of the view that the promotion process was full of favoritism and whom you know. A participant had this to say:

> *"The process is quite unfair since it is characterized by*
>
> *favoritism and nepotism. My view though. I will rank is at*
>
> *4/10…" (IDI 9, Provost, Associate professor)*

Satisfaction with the Promotion Process

The third sub theme was satisfaction with the promotion process. Participants stated their satisfaction with the promotion process and procedures. The study further revealed that participants' satisfaction varied. Although almost all the participants were satisfied, some believed other people

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in their departments and other colleagues were dissatisfied. A respondent had this to say:

> *"For others, especially at my place they are quite dissatisfied about the process. For me, am very satisfied with the process despite some minor flaws. I will rank it at 8/10" (IDI 4, Department Registration Officer, Lecturer)*
>
> *I will rank at 8/10" (IDI 6, Panel member, Appointments and Promotions Board member)*

To buttress the above quote, participants shared the view that although quite satisfied. The promotion process takes a longer time and couple with lack of communication and bureaucracy.

> "In my department, people are quite satisfied about the process. However, with regard to the entire University, people are highly dissatisfied with the promotion process due to the length of time it has to go through and the fact that the process is too prolonged and bureaucratic coupled with lack of communication on exceptional cases." (IDI 1, HoD, Senior lecturer)

Participants were of the view that some colleagues had low and inadequate knowledge on the promotion process and procedures. A participant had this to say:

> *"For others, their level of satisfaction is relatively low due to ignorance and suspicion. They are not ready to learn and enquire about what goes into the process... am highly satisfied.*

Also results from the finding showed that respondent had a positive perception of the appointments and promotions policy. It was also seen that slightly above half of the respondents were satisfied with promotion criteria. The possible explanations would be that when one has a positive perception about a policy, the person is more likely to be satisfied with it. However, it all depends on the perceived fairness they have on the promotion process based on past personal experiences as well as experiences of others. Majority of the respondents believed that the policy provided academic staff the opportunity to apply for promotion to receive recognition for achievements. This finding is in line with the findings of Muhammed and Akhtor (2010) and Gohari (2013) who were of the view that an organization with a clear-cut promotion policy has a higher tendency of achieving job satisfactions. Finding of Bohladert et. al., (2001) and Javed et al. (2012) also affirmed that promotion policies aims to reward and recognizes achievements.

Challenges Associated with the Promotion Process

The Highest proportion, thus, 74 percent of the respondent were of the view that the promotion process takes a longer period. Sixty – eight percent agreed that the promotion process is delayed when you have a problem with your HoD/Dean/provost (see Table 13). Majority (64%) of the respondents agreed that there are inconsistencies in the application of the policy. Whereas, approximately 61 percent of the respondent agreed that the policy is not fair to all (see Table 13). Perhaps, they might have had experience personally or sharing based on the experiences of others.

Table 13: Challenges Associated with the Promotion Process

Challenges Associated with the Promotion Process	N=70	Agree (%)	Disagree (%)	Sometimes (%)
Promotion process is delayed when you have a problem with your HoD/Dean/Provost	65	67.7	27.7	4.6
The promotion process is adhered to the later	59	57.6	39.0	3.4
There are inconsistencies in the application of the policy	67	64.2	31.3	4.5
The policy is not fair to all	66	60.6	37.9	1.5
The promotion process takes a longer period	61	73.8	18.0	8.2

Source: Field survey (2018)

Findings further showed that majority of the respondents were of the view that the policy was not committed to principle and practice of equity, fairness and consistency of the process. The likely explanation would be that there are a lot of inconsistencies in the application of the promotion process. Some undocumented rules are sometimes applied were issues of publications and other documents would be accepted by some departments whereas same documents would be rejected by some department. This level of unfairness and inconsistency affects the promotion process. This finding also affirms the findings of Rizwah et. al., (2013) and Boamah (2014) who found out that there were inconsistencies in the application of promotion policies which according to them varied by ones' age, gender, working years.

Furthermore, with respect to the challenges associated with the promotion process most of the respondents were of the view that the promotion process is delayed when you have a problem with your

HoD/Dean/Provost and the process takes longer. The likely explanation would be the promotion process starts with the department, then to the faculty, then the college and to the A & P board. If there are issues and its delays at one level, it affects the entire process. For example, if the applicant has an issue with the head of department (HoD) and the HoD does not submit his documents to the faculty appointments and promotions board the whole process is delayed. On the other hand, the HoD can provide assessors who are not in the applicants' area of specialization and this may have consequences.

The results also showed that a higher proportion of the respondents were of the view that the promotion process takes a longer time. The possible explanation would be that the promotion process is not tired with timeliness and deadlines. There is no timeframe at any point of the promotion process so the process turns to delay since there are no timeframe and deadlines for activities in the promotion process.

Suggestions of Improving the Promotion Process

From the data participants gave suggestions on how promotion process of the University of Cape Coast can be improved. Participants went forward to suggest that deadlines should be taken into considerations and there must be a pool of assessors to choose from. The narration below highlights this.

> *"It is important to have deadlines thus how long the process may take should be taken into consideration. There must be a pool of assessors and timeliness given to them" (IDI 7, Panel Member – Provost)*

The previous narrations focus on having deadlines and a pool of assessors. Participants were of the view that the applicant for promotion should not be left out in the process but must be aware of whatever goes on during the promotion process to prevent suspicion. As a participant revealed.

> *"It is the right of the applicants to be aware of whatever goes on during their application for promotion. Therefore, they must be in the known on whatever is going on, else there will be suspicion" (IDI 9, Vice Dean)*

Participants also suggested that the university should educate its faculty members on the promotion criteria and processes so the frustrations and suspense associated with the process would be eliminated. Narrations below tells more about this.

> *"The university must educate faculty members on the promotions process in order to eliminate the frustrations and suspense associated with the process" (IDI 6, Panel member, Appointments and Promotions Board member)*

To buttress the suggestions participants stressed that there should be a policy on predatory journals which would regulate the journals that meet the requirement for promotion. This would help to determine high quality journals and predatory journals. A participant had this to say.

> *"There should be a policy on predatory journals and high quality journals to help determine which publications meet the requirement and which ones do not" (IDI 11, Dean)*

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents an overview of the study, methods of the study, summary of the main findings, providing conclusions and some recommendations including areas for further research.

Summary of Findings

The study examined the Implementation of Promotion Policy in the University of Cape Coast. Specifically, the study had three objectives, namely assessing the level of knowledge of the promotion process of senior members in the University of Cape Coast, examining the perception of the promotion process and examining the challenges associated with the promotion process.

The study employed mixed method, a combination of the positivist and the interpretivist philosophies, thus, using both quantitative and qualitative approaches. The study administered 70 questionnaires and conducted 11 in − depth interviews. The questionnaires were in four sections. The first section focused on the background characteristics of the respondent. The second section had items on knowledge of the promotion criteria and procedure, whereas the third and fourth sections had items on the perception and the challenges associated with the promotion process respectively.

The in-depth interview guide was also in four main sections. Section A had questions relating to the socio − demographic data of the respondent. Section B tried to understand the current promotion policy and implementation

practice. Whiles the section C and D looked at the perception and satisfaction of the promotion process.

The qualitative data were recorded, transcribed and presented in quotations and narratives and analysed using KWIC and CCA to draw conclusions and recommendations. The quantitative data were edited and inputted into SPSS version 23, cleaned and presented in tables, graphs and charts. Six indexes were created, thus, the level of knowledge of the criteria for promotion to the rank of; a senior lecturer, associate and full professor and the level of knowledge of the promotion procedures for promotion to the rank of; a senior lecturer, associate and full professor.

The first objective addressed the level of knowledge of the promotion process and the key findings were:

1. Generally, respondents have ever heard about the criteria and procedures for appointments and promotions. They heard about it through their friends, memos/circulars/statures or through their Provost/Dean/HoDs

2. Majority of the respondent (63 %) had a high level of knowledge of the criteria to the rank of a senior lecturer. This varied by sex, thus, 45 per cent of males and 36 per cent of females had a high level of knowledge.

3. Similar results were found with the level of knowledge of the criteria to the rank of an associate professor. The highest proportions of the respondents (males 55% and female 57%) had high level of knowledge of the criteria to the rank of an associate professor.

4. With respect to the level of knowledge of the criteria to the rank of a full professor, although, the highest proportion of the male respondents (males = 54 %) had high level of knowledge of the criteria to the rank of a full professor, the highest proportion of the female respondent had low level of knowledge of the criteria to the rank of a full professor.

5. Furthermore, eight out of ten respondents had a high level of knowledge about the promotion procedure to the rank of a senior lecturer. The highest proportion of the respondents had high level of knowledge on the promotion procedures of the rank of an associate/full professor.

The second objective examined the perception of the promotion process and the key findings were:

1. The results from the study showed that mainstream of the respondents (76 per cent) had a positive perception about the appointments and promotion policy. Whereas, 24 percent of the respondents had a negative perception.

2. Approximately 51 per cent of the respondent disagreed that the promotion policy is committed to the principles and practice of equity, fairness and consistency of the process.

3. Also, 56 per cent of the respondents disagreed that the procedure and criteria provided by the policy for promotion is easy and smooth.

4. From the qualitative data is was seen that the process is quite unfair since it is characterised by favouritism and nepotism

The third objective focused on the challenges associated with the promotion process and the key findings were:

1. Findings from the study also showed that the promotion process is delayed when you have a problem with your HoD/Dean/Provost.

2. The promotion process takes a longer period and there are inconsistencies in the application of the promotion policy.

3. The policy is not fair to all.

Conclusions

The respondents displayed adequate knowledge of the promotion process. This is evident in the fact that a higher proportion of senior members have heard about the criteria and procedures for promotion. The respondents also knew the promotion criteria and procedures to the ranks of a senior lecturer, associate professor and a full professor. The level of knowledge varied by current academic rank, sex, years of experience and current academic qualification. Those with professorial ranks have more knowledge than the others because they have passed through the ranks and are know more about the promotion criteria.

Senior members have positive perception about the criteria and the promotion procedures of the University of Cape Coast. Respondents were of the view that the promotion policy is based on merits in the areas of teaching, research and community service.

Some of the challenges associated with the promotion process are that it takes a longer period and often delays when applicants have problems with their HoDs/Dean/Provost. There are inconsistencies in the application of the

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policy that makes the process unfair. Some of these inconsistencies are different times in offer of promotion to applicants who applied within the same time, due to favoritism and nepotism as well as bureaucratic procedures.

Recommendations

Based on the above key findings and conclusions. The Appointments and Promotions Board should:

- Educate senior members about the promotion criteria and procedures. Although, the senior member had a certain level of education on the promotion process there were variation in terms of sex, current rank and years of experience

- Make the promotion policy available to all senior members, so that they would know what is required of them during and after the promotion process

- Put in place time lines for every activity in the promotion process.

- Assessors should be given timeframes to prevent delays in the promotion process.

- Be consistent in the application of the promotion policy Provost/Dean/HoDs are advised to:

- Adhere to the appointments and promotions criteria as published in the relevant documents

- Reduce their personal issues with applicants from the promotion process. This will prevent delays and the promotion process would be free and fair

It is also recommended that Directorate of Research, Innovation and Consultancy should:

- Publish approved journals and publishing houses that applicants need to publish in them to avoid predatory journals and publishers

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APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT STUDIES (HRM)

Dear respondent,

I am conducting a search work on the topic "Examining the Implementation of Promotion Policy in the University of Cape Coast". I kindly request your assistance to help fill this questionnaire honesty and frankly. I assure you that the information provided will be treated and help in confidence and solely used for academic purposes. Thank you for your time.

SECTION A: BACKGROUND CHARACTERISTICS

1. Sex   a. Male   [ ]   b. Female   [ ]

2. Age (completed years)   a. below 30 [ ]   b. 30 – 34 [   ]

   c. 35 – 39   [   ]   d. 40 – 44 [ ] e. 45 – 49   [   ]   f. 50 – 54 [   ]

   g. 55 and above [   ]

3. Marital status   a. Single [ ]   b. Married [ ] c. Separated [ ]

   d. Divorced [ ]   e. Cohabitation [ ]

4. Religious affiliation   a. Muslim [ ] b. Christian [ ] c. Traditional [ ]

   d. Buddhist [ ] e. Other (specify) ……………………………

5. Ethnic background   a. Akan [ ] b. Guan [ ] c. Ga/Adamgbe [ ]

   d. Ewe [ ]   e. Mole Dagbani [ ] f. Others (specify)

   …………………………………………..

6. Date of appointment in the university

   ……………………………………

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7. Years of experience in UCC ………………………………….

8. Your current academic qualification? a. Master's Degree [ ]

   b. Doctorate Degree [ ] c. other (specify) …………………………….

9. What is your current rank as a teaching staff? a. Assistant Lecturer [   ]

   b. Lecturer [   ] c. Senior lecturer/Research fellow [   ] d. Associate

   Professor [ ] e. Professor [   ]

10. What was your immediate rank before the current one? a. Assistant

    Lecturer [   ] b. Lecturer [   ] c. Senior lecturer/Research fellow [   ]

    d. Associate Professor [ ] e. Professor [   ]

11. Have you ever been promoted from any previously held rank to

    another since you started working in UCC. a. Yes [   ] b. No [ ]

SECTION B: KNOWLEDGE OF PROMOTION CRITERIA

1. Have you ever heard about the criteria for appointment and promotion

   of senior members?

   Yes [   ]   No [ ]

2. What is your source of knowledge about the criteria for appointment

   and promotion of senior members? a. University website [ ]

    b. Friends [   ] c. HoD/Dean/Provost [   ]

   d. Other (specify)……………………………………………….

3. What is/are the criteria for promotion to the rank of senior lecturer

   (tick all that apply)

   a. A candidate must be engaged in university teaching, research and

      community service as a lecturer for at least four (4) years. [   ]

   b. A candidate must have at least six (6) publication to his/her credit.

      [   ]

c. A candidate must have a maximum of two (2) modules will accepted for considerations in addition to other publications [   ]

d. A candidate's publication is assessed by an external assessor [   ]

e. External assessment represents 50% [   ]

f. Community service represents 15% [   ]

g. University teaching represents 35% [   ]

4. What is/are the criteria for promotion to the rank of associate professor (tick all that apply)

a. A candidate must be engaged in university teaching, research and community service as a senior lecturer for at least four (4) years. [ ]

b. A candidate must have at least seven (7) publication to his/her credit after promotion to the rank of senior lecturer. [   ]

c. A candidate must provide evidence of other professional activity [ ]

d. A candidate's publication is assessed by an external assessor [   ]

e. External assessment represents 50% [   ]

f. Community service represents 15% [   ]

g. University teaching represents 35% [   ]

5. What is/are the criteria for promotion to the rank of full professor (tick all that apply)

a. A candidate must be engaged in university teaching, research and community service as associate professor for at least two (2) years. [   ]

b. A candidate must have at least twenty (20) refereed publications [ ]

c. A candidate must have at least eight (8) publication after appointment as associate professor [ ]

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    d. A candidate's publication is assessed by an external assessor   [ ]

    e. External assessment represents 50% of total score for promotion [ ]

    f. Community service represents 15% of total score for promotion [ ]

    g. University teaching represents 35% of total score for promotion [ ]

6. What is/are the promotion procedures to the rank of a senior lecturer (tick all that apply)

    a. The candidate applying for promotion should obtain application forms from the Registrar for completion [ ]

    b. The completed application forms, including requisite supporting documents such as: updated curriculum vitae, list of publications/articles, together with their hard/soft copies should be submitted to the Head of Department (HoD) [ ]

    c. The HoD shall forward the applications to the Dean of Faculty for consideration by the Faculty Appointments and Promotion Committee [ ]

    d. The Faculty Appointments and Promotion Committee shall consider the application, together with supporting documents and make appropriate recommendations to the College Appointments and Promotions Committee through the Registrar [ ]

    e. The HoD, in consultation with the Dean of Faculty/School/Centre, will nominate external assessors for consideration and approval by the Provost [ ]

    f. The College/Faculty/School/Centre Committee's report should be signed by all eligible members present at the meeting [ ]

g. All assessments of publication shall be done by external assessors
[   ]

7. What is/are the promotion procedures to the rank of an associate/full professor (tick all that apply)

   a. The applying for promotion should obtain application forms from the Registrar for completion [ ]

   b. The completed application forms, including requisite supporting documents such as: updated curriculum vitae, list of publications/articles, together with their hard/soft copies should be submitted to the Head of Department (HoD) [   ]

   c. The HoD shall forward the applications to the Dean of Faculty for consideration by the Faculty Appointments and Promotion Committee [ ]

   d. The Faculty Appointments and Promotion Committee shall consider the application, together with supporting documents and make appropriate recommendations to the College Appointments and Promotions Board through the Registrar [   ]

   e. The HoD, in consultation with the Provost/Dean of Faculty/School/Centre, will nominate external assessors for consideration and approval by the Vice Chancellor   [   ]

   f. The College/Faculty/School/Centre Committee's report should be signed by all eligible members present at the meeting [   ]

   g. All assessments of publication shall be done by external assessors
   [   ]

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SECTION C: PERCEPTION OF THE PROMOTION POLICY

Please indicate to the following statements if you AGREE OR DISAGREE

8. The policy is based on merits in the areas of teaching [AGREE / DISAGREE]

9. The policy is based on merits in the areas of research [AGREE / DISAGREE]

10. The policy is based on merits in the areas of service to the community [AGREE / DISAGREE]

11. The policy provides eligible academic staff with an opportunity to apply for promotion [AGREE / DISAGREE]

12. The policy provides eligible academic staff with an opportunity to receive recognition for achievements [AGREE / DISAGREE]

13. The procedure or criteria provided by the policy for promotion is easy and smooth [AGREE / DISAGREE]

14. The policy provides satisfactory rewards for achievement [AGREE / DISAGREE]

15. The policy is committed to the principle and practice of equity, fairness and consistency of process [AGREE / DISAGREE]

16. The policy gives unsuccessful applicant an opportunity to reapply upon meeting the requirement [AGREE / DISAGREE]

17. The policy requires additional information (confidential reports, students' appraisal forms) [AGREE / DISAGREE]

18. Assessment of applications for promotion is made by a committee through a process designed to enable a fair and consistent application of standard [AGREE / DISAGREE]

19. I am satisfied with the promotion criteria [AGREE / DISAGREE]

20. Give reason?

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21. I am satisfied with the promotion procedures [AGREE / DISAGREE]

22. Give reason?

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SECTION D: CHALLENGES ASSOCIATED WITH THE

PROMOTION PROCESS

Please indicate to the following statements if you AGREE OR DISAGREE

23. The promotion process is delayed when you have a problem with your

HoD/Dean of Faculty/School/Centre [AGREE OR DISAGREE]

24. The promotion process is not adhered to the later [AGREE OR

DISAGREE]

25. There are inconsistencies in the application of the policy [AGREE OR

DISAGREE]

26. The policy is not fair to all [AGREE OR DISAGREE]

27. Give reason?

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28. The promotion process takes a longer period [AGREE OR DISAGREE]

29. List three (3) challenges you have with the promotion process

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    b. ………………………………………………………………

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    c. ………………………………………………………………

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30. Give suggestions on how to improve the promotion process (max 3)

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THANK YOU

APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF HUMANITIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

Dear Sir/Madam,

Thank you for agreeing to take part in this study on the "Examining the Implementation of Promotion Policy in the University of Cape Coast". The study is primarily for academic work, and therefore you are assured of confidentiality, privacy and anonymity in any information that you provide. To enable me record all comments, I want to use a tape recorder to record the discussion which will take place here.

SOCIO-DEMOGRAPHIC DATA

1. Sex of respondent?

2. Your current academic qualification?

3. What is your current rank as a teaching staff?

4. How long did it take you to get promoted to your current position?

5. What rank/position were you before?

6. How long did it take you to get promoted to the position in 4 above?

7. How long have you been working in this University?

CURRENT PROMOTION POLICY AND IMPLEMENTATION PRACTICE

1. How do you understand teaching staff promotion?

2. What are the promotion policies/procedures for teaching staff in UCC?

3. Have you ever failed to be promoted before?

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PERCEPTION OF PROMOTION PROCESS IN UCC

1. How do you regard promotion in the UCC?

2. How does each of the following affect/influence promotion policies/procedures in the UCC?

3. How does a lecturer's performance affect promotion policies/procedures?

4. How does a lecturer's personality and competence affect promotion policies/procedures?

5. How does qualification and experience affect promotion policies/procedures?

6. What else (additional information) has bearing on promotion/processes and procedures in the UCC?

SATISFACTION TO THE PROMOTION PROCESSES

1. Considering the promotion processes/practices/procedures of the UCC as you have indicated above what is your reaction to it being satisfactory or otherwise?

2. As per the procedure/process of promotion in the UCC, do you think its implementation satisfy the demand from the teaching staff?

3. What is your view on the fact that UCC promotion process/procedure is based on merit?

4. What would you then say about the fairness/equity or otherwise of UCC teaching staff promotion process?

5. For effective policy recommendation, what do you suggest be done for effective, efficient and satisfaction of the staff in the UCCs promotion implementation.